UNIVERSITY OF PENNSYLVANIA

SECONDARY EDUCATION IN GEORGIA 1732 - 1858

ELBERT W. G. BOOGHER

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

PHILADELPHIA
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PREFACE

It is the purpose of this study to present the facts concerning secondary education in Georgia from the time of the settlement of that Colony under the direction of a body of men operating under authority of the British Parliament as the Trustees for Establishing the Colony of Georgia in America, to the period immediately preceding the Civil War. More specifically, the period studied extends from 1732 to 1858. Georgia history, of course, extends back to an earlier period than 1732; but permanent English settlement of this territory began in 1733, a few months after the granting of the Charter to the Trustees. Since that date there has been continuous occupation and development. The colony played a part in the war between England and Spain, 1739-1743; but after 1742, when Oglethorpe defeated and drove back the Spanish invaders, there was no threat from the south. New forces were at work in the State just before the Civil War; the friends of education were endeavoring to establish a complete system of State-supported schools. It appears that only the coming of that conflict prevented Legislative action which was thus long delayed. Therefore, as beginning a new period of educational history, the year 1858 seems to be a very suitable stopping point for the period here under consideration.

The attempt has been made to study the early secondary schools, both those of private masters and those supported by state grants and state appropriations; to characterize the kind of education offered by them; and to present the features of these schools that are either typical or unusual. For the sake of presenting a more perfect picture, much concerning elementary schools and elementary education has been included. In many of the schools secondary in name, work of an elementary character also was done; and even in Legislative enactments,

the differentiation was made on a basis of organization and support rather than on the type of education afforded by the schools. Moreover, the development of the two types of schools is so closely bound together that any history of one demands consideration of the other.

Chief place in this discussion has been given to those schools known as Academies, whether endowed and supported by the State or established and conducted by individual masters or groups of subscribers. Various other names were applied to schools of this character—Seminaries, Classical Schools, Grammar Schools, High Schools, Institutes, and Colleges. The names were frequently used interchangeably—the institution might be called Academy in one sentence and Seminary in the next. If there is any real differentiation to be made, it lies in the custom of denominating male schools Academies; and female schools, Female Academies and Seminaries. The purpose of giving a complete documentary history of the incorporated academy throughout the period is carried out by giving a brief discussion and summary in the body of the text and including the numerous academy lists in the appendix. Included also in an appendix are numerous classified school notices taken from newspapers published throughout the period; these notices, arranged chronologically, are designed to show the types of schools and kinds of teachers, and to supplement the discussion of them. Likewise included among the appendices are additional tables of academies listed by counties, and compilations of academy reports made to the Senatus Academicus from 1832 to 1838.

No attempt has been made to work out a definition of Secondary Education. Schools considered here may have offered "the Classics" and "Higher Branches," whether preparing for college or for life; they may have taught children of adolescent age only, or included younger children also; they may have reached upward to Sophomore and Junior classes in College, or downward into lower grades. If it has been determined that any schools offered education beyond the elementary

branches, they have been considered proper material for consideration in this study.

Georgia has proved an interesting field for a study of this kind. No work has been found that attempts to give the full history of Secondary Education in Georgia; and no recent work has done more than discuss certain phases of its school history. A recent study has traced the development of the Public High School in Georgia, confining the time to the period from the Civil War to the present.[1] Another fairly recent study concerns State and Federal Aid to education in the State.[2] Dr. E. M. Coulter, of the University of Georgia, has contributed several valuable studies in this field: *The Ante-bellum Academy Movement in Georgia;*[3] *A Georgia Educational Movement During the Eighteen Hundred Fifties;*[4] and *College Life in the Old South.*[5] Dr. W. H. Kilpatrick has made likewise a valuable contribution to the literature of Georgia education in *The Beginnings of the Public School System in Georgia.*[6] Dr. E. W. Knight has written several books on southern education.[7] Dr. Jos. S. Stewart, who for over twenty-five years has been engaged in the work of establishing and improving High Schools in Georgia, and to whom the present status of these schools is largely due, has contributed through his publication, *The High School Quarterly,* many valuable articles concerning the Academies.[8]

These authors have been consulted, and all others that have been found to furnish material or suggest lines of investigation

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1 Edison, G. C. *The Development of the Public High School in Georgia.* (M. A. Thesis, University of Chicago, 1929.)

2 Metcalfe, W. R. *History of State and Federal Aid to Education in Georgia.* (M. A. Thesis, Emory University, 1925.)

3 *Georgia Historical Quarterly,* Vol. V, No. 4, Dec. 1921.

4 *Ibid.,* Vol. IX, No. 1, Dec. 1924.

5 Macmillan Co., N. Y., 1928.

6 *Georgia Historical Quarterly,* Vol. V, No. 3.

7 *The Influence of Reconstruction upon Education in the South,* Teacher's College Contribution #60, 1913; *Early Text Books in American Schools,* Ginn & Co., 1929; *Manual Labor Schools in the South, South Atlantic Quarterly,* July 1917.

8 For example, see *The Development of Secondary Education in the South, The High School Quarterly,* July 1930.

for the present study. The laws of Georgia have been thoroughly studied; old newspapers, manuscripts, minutes, letters, catalogues—anything that promised information—have been used to the fullest extent. It is the hope of the author that this study may prove a helpful contribution to the literature of educational history.

In search of material for this study, the writer in several visits to Georgia has worked in the principal libraries of the State, including the libraries in the larger cities, and in those of the chief educational institutions. He has also made use of the material in the Libraries of the University of Pennsylvania, The Library of Congress, the Library of Duke University, and the DeRenne Library in Georgia; certain smaller private collections in the state, also, have been made available and used.

In the prosecution of this work, the writer has received assistance from many people; to the following among them special thanks are due: Mr. Duncan Burnet, Librarian of the University of Georgia; Miss Ella May Thornton, State Librarian, Atlanta; Miss Ruth Blair, State Historian and Director of the Department of Archives and History, Atlanta; Mr. Wymberley W. DeRenne, for access to the DeRenne Library, Savannah; Miss Sallie Akin of Washington Memorial Library, Macon; Miss Kathleen Colley of the Mary Willis Library, Washington; Mr. William Harden and Mrs. Floyd of the Georgia Historical Society, Savannah; C. W. Sherlock of the Academy of Richmond County, Augusta; Mr. Albert S. Otto, of the Savannah Public Schools; Dr. Wm. K. Boyd, for his assistance at Duke University; Dr. B. D. Ragsdale, of Macon, for the loan of valuable manuscript material; and Martha S. Crompton, for assistance in preparing the manuscript. To Dr. William H. Kilpatrick, of Columbia University, for suggestions and the loan of valuable material, the writer acknowledges a debt of gratitude.

Finally to Dr. Thomas Woody, under whose direction this study has been conducted, and to Drs. E. D. Grizzell and James C. Miller, members of the Thesis Committee, especial thanks are due for their courtesy and helpful criticism.

E. W. G. B.

TABLE OF CONTENTS

CHAPTER		PAGE
	PREFACE	
I.	HISTORICAL BACKGROUND	
	I. Georgia Under the Trustees and the Crown	1
	II. Georgia as a State	13
II.	EARLY EDUCATIONAL BEGINNINGS	
	I. Schools Under the Trustees	18
	II. Later Private Adventure Schools	23
	III. Bethesda Orphan House	
	(a) First Years Under George Whitefield	23
	(b) Under Selina, Dowager Countess of Huntingdon	29
	(c) Under State Control, 1792-1808	32
III.	CONSTITUTIONAL AND LEGISLATIVE PROVISIONS FOR SECONDARY EDUCATION	
	I. Constitutional Provisions	36
	II. Legislative Provisions Creating County Academies; The University and The Senatus Academicus	44
	III. Acts of Assembly Concerning Academies and Poor Schools	62
	IV. Financial Summary	70
IV.	GROWTH OF ACADEMIES	
	I. Definition of County Academies; Various Exceptional Cases	79
	II. Beginning and Spread of Academies	82
	III. Academy Listings by Sherwood and Other Writers	85
	IV. Academy Reports to Senatus Academicus: Summation	89
	V. Academy Distribution by Counties	97
V.	GENERAL CHARACTER OF THE ACADEMIES	
	I. Location of Academies	99
	II. Buildings and Equipment	101
	III. Pupils: Age and Sex	109
	IV. School Terms	113
	V. Tuition Fees and School Costs	117
	VI. Discipline	125
VI.	CURRICULUM AND METHOD OF TEACHING	
	I. Curriculum	133
	II. Methods of Instruction	170
VII.	FEMALE SECONDARY EDUCATION	
	I. Early Private Schools	177
	II. Female Academies and Seminaries and Their Teachers	192
	III. Later Seminaries and Colleges	217

CHAPTER PAGE

VIII. RELIGIOUS INFLUENCE AND DENOMINATIONAL SCHOOLS
- I. Religious Influence in Early Schools 248
- II. Denominational Attempts at Founding Schools 252
- III. Mercer Institute—a Manual Labor School 259
- IV. Summary—Manual Labor Schools and Other Denominational Institutions Listed 267

IX. SUMMARY AND CONCLUSION 276

APPENDICES:

I. CLASSIFIED NOTICES FROM GEORGIA NEWSPAPERS CONCERNING SECONDARY EDUCATION
- I. Male Schools; Adventure Masters 281
- II. Teachers Seeking Positions 291
- III. Teachers Wanted 294
- IV. Female School Notices 298
- V. Academy Notices 311

II. ACADEMY LISTS AND REPORTS
- I. Academies Listed by Decades 320
- II. Academies Listed by Counties 364
- III. Academy Reports to Senatus Academicus 378

III. TEXT BOOKS USED IN GEORGIA SCHOOLS 410

IV. BIBLIOGRAPHY
- I. Primary Sources 418
- II. Secondary Sources 429

V. INDEX 443

LIST OF TABLES

NUMBER		PAGE
1.	The Slave Holdings in Oglethorpe County	39
2.	Amounts Received by Counties from the Academic Fund Prior to 1823	71
3.	Appropriations for County Academies, Nov. 1829-Aug. 28, 1830	72
4.	School Appropriations	74
5.	Distribution of the Poor School Fund in 1824, by Counties	75
6.	Distribution of the Common School Fund, 1840-1841	76
7.	Distribution of the Later Poor School Fund	77
8.	Summary: Academies of Georgia by Decades	85
9.	Counties Reporting Academies	94
10.	Reported Academy Enrollment	95
11.	Lotteries Permitted for County Academies	106
12.	Figures from Academy Report, 1832-1838	154
13.	Academies Reporting Branches of Study	155
14.	Secondary Schools: Subjects	162
15.	Contributions to Female and Male and Female Academies	193
16.	List of Incorporated Institutions, Female or Male and Female, 1783-1860	195
17.	Female Teachers, and Female Assistants in Academies and Private Schools where Secondary Subjects Are Taught	203
18.	Male Teachers in Female Secondary Schools	212
19.	Branches of Study in Female Secondary Schools	242
20.	Manual Labor Schools	268
21.	Denominational: Colleges, Institutes, Academies, etc.	269

CHAPTER I

HISTORICAL BACKGROUND

I. Georgia Under the Trustees and the Crown

Education in Georgia was naturally determined at the beginning by the purposes of the founders in establishing the Colony, and by the progress of the Colony once founded. The development of the Colony into statehood by growth of population and the struggle for freedom, introducing new ideas of government as the natural consequence of independence, resulted in the establishment of the educational system. The influx of settlers from older states, the growth of slavery and the development of the plantation system, and the economic and social conditions under which the people lived determined the general lines of educational progress. Therefore, the salient facts of the general history of Georgia become necessary for an understanding of the educational history.

This story is concerned with one phase of the educational history of the Colony and the State of Georgia, beginning with 1732, the year in which a grant of territory was made to a Board of twenty-one Trustees for settling and establishing the Colony of Georgia;[1] continuing through the work of colonization under General James E. Oglethorpe, the agent of the Trustees; and extending through the Colonial and Revolutionary periods of expansion and economic development, to the years immediately preceding the Civil War.

Georgia was the last of the original thirteen English colonies to be planted in America. The greater part of the present State area was embraced in the Carolina Grant of 1663, and the remainder in that of 1665. In 1729, the Carolina Proprietors sold their lands back to the Crown; the two royal provinces of North and South Carolina were formed of a portion of this territory, leaving undisposed of a large tract to the

[1] Trustees' Minutes: *Force's Tracts,* Vol. I, No. 2, 5-10.

west and south.[2] This tract became the State of Georgia. It is the largest state east of the Mississippi River, and contains over fifty-nine thousand square miles, divided into one hundred and sixty-one counties.[3]

The territory granted as above indicated for English colonization was not unexplored or unoccupied:[4] for two centuries it had been a battle ground, the scene of both savage massacre and peaceful missionary effort. Spain occupied the Floridas and claimed the territory to the northward; she had planted missions among the Indians along the Florida, Georgia, and South Carolina coasts, and as late as 1680, she had in Georgia four or five prosperous missions about which lived many Christianized Indians. By 1704, the English, the Carolinians, and their Creek allies had driven the Spanish and their Indian allies from the east coast of Georgia. Macleod says: "In DeSoto's time (about 1540) . . . . the coast of Georgia was certainly supporting at least 5,000 population. At the time of Oglethorpe's arrival, two centuries later, for fifty miles around what is now Savannah, there was only one little settlement of one hundred Indians. These were the Yamacraw, probably a remnant of the mission village . . . . destroyed . . . . some time after 1680."[5] Spain was still a menace in 1733 when the new settlers arrived. Not until Oglethorpe repulsed the attack launched by land and sea in 1742, was Georgia free from the threat of Spanish invasion.[6]

If there were few Indians on the coast there were many to the westward. For a hundred years, the expansion of Georgia was through lands won strip by strip from the Cherokees, the

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[2] *Ibid.*, Vol. I, No. 1. On June 19, 1717, The Proprietors of the Province of Carolina had granted to Sir Robert Montgomery practically the same territory, "under the name and title of the Margravate of Azilia." An elaborate plan of colonization was worked out; and books were opened for subscription, August 1st. Montgomery calls this "the most delightful country in the Universe."

[3] *Georgia Official and Statistical Register*, 1929, 309-18.

[4] *Force's Tracts*, Vol. I, No. 2, 6-8. (Reprint Pamphlet printed London, 1740.)

[5] Macleod, W. C. *The American Indian Frontier*, 257.

[6] Oglethorpe's Letter, July 30, 1742, *Collections of Georgia Historical Society*, Vol. III, 133 *et seq.*

Chickasaws, the Choctaws, or the Creeks; by treaty, purchase, or victory on the field of battle. As the Indians moved westward, new settlers came into the rich, cheap lands of Georgia; the western lands having been surrendered to the Federal Government (1802), the Chattahoochee River became the western boundary of the state. Georgia claimed the territory extending westward to the Mississippi River, embracing the homes of the four main tribes of Southern Indians; yet at the close of the Revolution she was in possession of about one-eighth of the area within her present boundaries, or one-twentieth of the land claimed under her charter. A century of wars and treaties intervened between the founding of Savannah and the removal of the last tribes of Indians from Georgia soil.

The charter granted by King George II, June 9, 1732, very clearly set forth the purpose of the undertaking, as follows:

> "His Majesty having taken into his consideration the miserable circumstances of many of his own poor subjects, ready to perish for want: as likewise, the distresses of many poor foreigners, who would like refuge here from persecution; and having a Princely regard to the great danger the southern portions of South Carolina are exposed to, by reason of the small number of white inhabitants there, hath . . . been . . . pleased to grant a charter" etc.[7]

The "miserable circumstances of many of his own poor" had direct reference to those in debtors' prisons. Consideration for these people chiefly actuated the Trustees in their endeavor to secure in the new world an asylum for the persecuted and the unfortunate of England; while it enabled them to aid the German Protestants, whose plight had aroused the sympathies of the English people.[8] The Trustees, in their plan to establish a refuge, took advantage of this public sentiment: they published their plans and announced their intention of conveying to America "colonies of the poor, whether subjects or

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[7] From Trustees' Minutes as quoted in *Force's Tracts*, Vol. I, No. 2, 4; also in McCall's *History of Georgia*, Vol. I, 329 *et seq.*

[8] Jones, *Dead Towns of Georgia*, 11.

foreigners,'' to settle the lands between the Savannah and the Alatamaha River which should be held ''in trust for the poor.'' They urged the public to give £ 20 to see a man or a woman safe ''forever'' and £ 10 for a child.[9]

The first regular meeting of the Trustees was held in London, July 22, 1732. At the September meeting, Sir Gilbert Heathcote spoke concerning the King's charter and the great charitable undertaking, mentioning ''the future benefit arising to England by the strengthening all the American Colonies, and increasing our Trade and Navigation, and raising *raw silk,* for which upwards of £ 200,000 a year is paid to Piedmont.'' [10] The matter of silk culture seems to have taken considerable hold upon the imagination of English business men.[11] Georgia had been visited and explored though no English settlers were then in this territory; the climate was found to be mild and the soil fertile; there was no reason, therefore, why silk, wine, olives, and olive oil could not profitably be produced there in competition with Italy.

Preparations were now made by the Trustees to send the first expedition to Georgia, under the leadership of one of their number, General James Edward Oglethorpe (1696-1785). Considerable money had been collected for the enterprise and great interest was aroused concerning it. The prospective settlers had been selected—114 in number—and these were taken aboard ship along with food stuffs, implements, and building materials. The expedition sailed from Gravesend, November 17, 1732, and reached the coast of South Carolina on Saturday night, January 13, 1733.[12] The colonists were landed at Beaufort, and brought up to Savannah, February first. Here Oglethorpe was met by a small body of Indians, with whom he made a treaty. He

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9 *Force's Tracts,* Vol. I, No. 2, 5.
10 *Ibid.,* Vol. I, No. 2, 3.
11 *Ibid.,* Vol. I, No. 2, 6.
12 ''there came to anchor off our bar (Charleston, S. C.) a ship with about 120 people for settling the new Colony of Georgia, in which was James Oglethorpe, Esqr.: who came ashore that night and was . . . received by his Excellency, our Governor. The next morning, he went on board; and the ship sailed for Port Royal.'' *Force's Tracts,* Vol. I, No. 2, 8, quoting *Charleston Record,* Jan. 20, 1733.

selected a site on the bluff overlooking the river, and there they began to build the town of Savannah.

The colony of Georgia was free to all comers but Roman Catholics.[13] For the new settlers definite provisions of land grants were made, and supplies of seeds and clothing were provided by the Trust. Slavery and the importation of rum and brandies were prohibited. Let it be remembered that the first settlers of the new colony were the wards of the Trust. They were economic failures, destitute of all material possessions. They were set down in a new land, under totally different conditions from those to which they were accustomed; and they were bidden to be fruitful and multiply, to produce wine and oil, raw silk and indigo, where only wild grass, wild vines and forests grew. Oglethorpe was an energetic and just man; but his time was largely taken up by exploration, and military preparation against attacks from Florida. He was generally successful in his dealings with the Indians, who found him both just and generous. As much of the leader's time was spent in building forts at Frederica[14] and Darien, and in absences from the Savannah settlement, the work of clearing and planting suffered for lack of his leading. In consequence, certain of the struggling colonists complained of his neglect of their interests.[15]

The religious side of the venture was not neglected. The clergymen of the Established Church were in sympathy with the benevolent purpose of the Trustees and collected a great deal of money for the Colony. From the first, the minutes of the Trustees show that many matters of a religious nature received consideration.[16]

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[13] By 1789 all obstacles to the Catholic worship had been done away with in all the states. John Fiske, *Critical Period in American History*, 87.

[14] Jones, C. C. Jr., *Dead Towns of Georgia*, 51-53.

[15] *"A True & Historical Narrative,"* Charles Town, S. C., 1741. (*Force's Tracts*, Vol. I, No. 4, 80.)

[16] Witness the following minutes:

> Nov. 8, 1732. Dr. Henry Herbert offered to go to Georgia, without any assistance, to perform all religious services. Accepted.
> Feb. 21, 1732. Received from Lady Osburn £ 50 towards building a church in Georgia. *(Note continued p. 6.)*

It has been mentioned above that one of the chief objects in establishing this colony was to afford a safe refuge for persecuted foreign Protestants; chief among those refugees were the Salzburgers, who came in several immigrations, the first of which was in 1734. The Salzburgers, as the name implies, came from Salzburg, in Austria; they were Lutherans persecuted by the Catholic Prince-Bishop. They were sent to Georgia by the Trustees though some rich friends assisted them; assistance was given also by the Society for Promoting Christian Knowledge. Their pastors were the learned John Bolzius, who had been superintendent of the Latin Orphan School at Halle; and the Rev. Israel Gronau, a tutor in the same school. Oglethorpe met their ship at Charleston, brought them to Savannah, and conducted their leaders upon a survey of the country in order that they might select their own place of settlement. Baron Von Reck, their business leader, or Commissary, selected a site twenty-one miles from Savannah and thirty miles from the sea.[17] Here they set to work to build a town, which they named Ebenezer. Other settlers came to join them, and they prospered for a time, but the site was low and being on a winding stream made their actual distance from Savannah, by water, too great. After a few years, they removed to another site on the Savannah River—at Red Bluff —and built a new town, which they called New Ebenezer.[18] Ebenezer, their main settlement (there were groups of Salzburgers at Savannah and Frederica also), was a mission station under the joint control of the English Society for Promoting Christian Knowledge, and the German Evangelical Lutheran Church.[19] The two pastors were in charge of all activities, both

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16 April 18, 1733. Received by the hands of the Rev. Samuel Wesley, a silver chalice and patine for the use of the first church in Savannah, the gift of an unknown benefactor.
Sept. 24, 1735. Read an appointment of Charles Wesley, M.A., to be Secretary for the Indian affairs in Georgia.
Oct. 10, 1735. John Wesley appointed a missionary at Savannah.

17 Jones, C. C. Jr., *op. cit.*, 11-12.

18 *Force's Tracts,* Vol. IV, No. 5, *pamphlet,* 38; Von Reck's *Journal;* also Rev. Mr. Bolzius' *Journal,* 283 *ff.*

19 *Cf.* McCain, J. R., *Georgia as a Proprietory Province.*

religious and secular. Three churches were erected, well-built, wooden structures; and at least two schools were conducted. Pastor Gronau died in 1745; and his successor was Rev. Lembke. More colonists came in 1751; in 1752, Rev. C. Rabenhorst came to assist in the work. Strobel himself was a minister at Ebenezer. The Salzburgers adopted English in their public worship in 1824. Many of the descendants of these early settlers left the Lutheran Church, and joined other churches. Since the days of Bishop Asbury, they had been friendly with the Methodists, who in 1804, used the Salzburger church in Savannah before there was a Methodist chapel there.[20]

Old Ebenezer had about 76 settlers at first; the next year, 1735, fifty-seven new settlers came.[21] In 1736, occurred the "great embarkation," which brought about 100 more settlers. The new colony, thus augmented, prospered. They built good houses and substantial churches; cleared their fields, planted their crops. They gave attention to silk culture and the growing of rice;[22] and made some successful experiments in cotton-growing. They were able to raise European and American grains, and all kinds of fruits and vegetables. While the Salzburgers did succeed in raising and marketing some silk, yet the cost was too great to make silk-raising in Georgia profitable. Stevens says that at a cost of £1,500 the Trustees did not raise 1,000 pounds of raw silk.[23]

The Moravians sent out a colony from Herrnhut, Saxony, November 1734, which arrived in Georgia the following spring, their passage having been paid by the Trust. They took up a grant of land near the Ogache (Ogeechee) River; they were diligent and hard working, and soon repaid their passage money.[24] The Moravians were especially interested in Indian missions. Several Moravians settled on the island Irene to

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20 Strobel, Rev. P. A., *The Salzburgers and Their Descendants,* 133-43.
21 Jones, C. C. Jr., *op. cit.,* 15.
22 The place was captured by the British in 1779, and occupied until 1783. *Cf:* Jones, C. C. Jr., *Dead Towns of Georgia,* 36.
23 Stevens, W. B., *History of Georgia,* Vol. I, 250-60.
24 Holmes, Rev. John, *Sketches of Missions of United Brethren,* London, 1827.

live and work among the Creek Indians: P. Rose and wife, Seiffart, and Biener preached, and taught the children. Rev. Benj. Ingham, an English clergyman, spent some time with them. In the work of the Moravians on the island of Irene John Wesley was interested.[25] He felt very friendly towards the Moravians, having been drawn to them on the vessel which brought him to America. The Moravians came in considerable numbers under Spangenberg; more came under David Nitschman.[26] Their story in Georgia is soon told: Spain threatened to invade the colony in 1738, and they were asked to furnish soldiers. They refused to do so and left the colony in 1739, for Pennsylvania.

Only two other groups of settlers require specific attention. About forty Jewish settlers came to Savannah during the summer of 1733. They became good citizens; they had their own religious services, but in a very quiet way, and entered into the life of the new colony. The other group was larger. Oglethorpe was constantly asking for soldiers to be sent to Georgia; he secured a company of Scotch soldiers and their families, and planted them at Darien, which is at the mouth of the Altamaha River. The Society in Scotland for Promoting Christian Knowledge, affiliated with the Presbyterian church, promoted missionary work among these Scots. This work appears to have been carried on for six years, after which the minister left.

The Trustees continued to send out colonists, both those who were sent "on the charity," and others who could be encouraged by grants of land to pay their own passage. Records from the Trustees' Minutes show the following figures:[27]

To June 1736, sent on the charity:

British	742	
Foreign Protestants	302	1044 people

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[25] *Collections Georgia Historical Society*, Vol. II, 256.
[26] Bost, A., *History of the Moravians.* 304 *ff.*
[27] *Collections Ga. Hist. Soc.*, Vol. II, 262 *et seq.*

To June 9,	1737	sent	over	1076	people
" " "	1738	"	"	1378	"
" " "	1739	"	"	1383	"
" " "	1740	"	"	1521	"

Up to this time (1740) there were no negro slaves in Georgia except some in Augusta; but many white indentured servants had been sent out, the charges generally being paid by their masters. By 1740 there were 142 houses in Savannah, and many habitable huts.[28] A contemporary account mentions the "Town of Ebenezer 32 miles up the river, which thrives very much;" also the "Town of Augusta, just below the Falls; this was laid out by the Trustees in the year 1735, which has thriven prodigiously."

Savannah, Augusta, Ebenezer and Frederica were the principal settlements within the sparsely settled colony. Outside the settlements the situation was as follows:

> "Northwest of Augusta in the valley of the Appalachian Mountains live the Cherokees . . . about 5,000 warriors in 1739. The French are eager to get this nation from the British. West of Augusta live the Creeks . . . about 1,700 warriors, strongly attached to England. Beyond the Creeks, live the Chickasaws, extending to the Mississippi River. Loyal as yet to Georgia against the French. Southward: Several plantations and settlements extending to Ogeechee River; then Darien, where the Scots Highlanders settled; below Darien, Frederica with a strong fort, store-house, good buildings in the town. The Island of St. Simon occupied by little villages and fine houses of the officers of the regiment."[29]

This gives one side of the picture. On the other side, there is dissatisfaction, there is criticism of Oglethorpe's conduct of affairs. This opposition is shown in a pamphlet called "*A True and Historical Narrative of the Colony of Georgia in America,*" published in Charles Town, S. C., 1741,[30] by a group of Georgia

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[28] A pamphlet published in London, dated November 10, 1740, and signed by twenty-five Georgia settlers, gives a very good idea of what the colony was at this time. [*Force's Tracts,* Vol. I, No. 3, 3-10.]

[29] *Ibid.,* Vol. I, No. 3, 9-10.

[30] *Ibid.,* Vol. I, No. 4, 80.

landowners who became filled with suspicion and fear, and fled to Carolina. They did not take kindly to Oglethorpe's authority; they wanted permanent title to their lands; they wanted slaves for their plantations; and the right to own larger estates; they also deplored the prohibition of rum.

These were real grievances: whether the Georgia planter needed rum or not, to fortify him against the chill and dampness of the lowlands, he thought he was unjustly treated in not being able to bring it in, and he allowed this complaint to hinder the progress of his work. He saw South Carolina prosperous under slavery, and he thought no white man could possibly work in the fields in that climate and survive; so he demanded slaves, the one cheap labor that he knew. Certainly the land tenure laws were unwise: there was an abundance of land to be had, and the colonists felt that a man should be able to possess as much of it as he could acquire; and that he should also be able to pass on possession of his estate to his heirs, or to dispose of it as he wished.

The Trustees took note of the complaints of the colonists and undertook to remove the cause. July 14, 1742, they rescinded their action concerning the importation of rum and brandies in the Province of Georgia; on the same day they appointed a committee to consider the wisdom of permitting the introduction and use of negroes. (Slavery was permitted in 1749.)

After having given more than ten years of service in the field, Oglethorpe left Georgia in 1743, intending to return. He did not return, but he lived to see the charity colony which he had founded develop into a State, ready to take her place as part of the Federal Union.

On January 8, 1752, the Trustees resolved to make an absolute surrender of all the rights, powers, and trusts vested in them by the Royal Charter, dated 9th June, 1732. They assigned these reasons for their action: their total inability to defray the cost of the civil government of the colony, or to furnish the troops stationed in Georgia with provisions, or to give any encouragement for the production of raw silk, without further grants of money from Parliament. Thus Georgia came

again under control of the Crown, and so remained until independence.

The problems of colonization had proved more difficult than the Trustees had anticipated; their motives had been excellent, and their administration honest, but despite these facts, Georgia was poorly governed. England had had experience of over a century in planting colonies in America, and proprietary colonies had already proved unsuccessful; but there is little evidence to show that the Trustees tried to profit by the mistakes made in other colonies. The first settlers were economic failures; prohibition of rum, slaves, and lawyers was not popular; the system of land tenures did not foster ambition. In 1753, "Georgia's population was less than the number of emigrants who had been sent over by the Trustees. At this time the population was 2,381 whites and 1,066 negroes." [31]

Another Summary is phrased somewhat differently; Stevens says that during the first eight years the Trustees sent over 915 people on the charity; and the entire number sent to Georgia in twenty years was not over 1,200 British, and 1,000 foreign Protestants. In that time they had received over £ 17,600 from private sources; and over £ 136,600 from Parliament. Two-thirds of those sent over by the Trustees left the colony and few were worthy of the benefaction. These figures do not differ greatly from those given in the Trustees' Minutes, as presented above.[32]

The Royal government after assuming control of the Colony in 1752, profited by the mistakes made under the Trustees; a beginning had been made, and it was easier to see what the colony required. When the Trustees' plans seemed wise, they were carried into effect by the King's Governors. They sent over a better class of settlers, and set up a firmer religious organization. Under a Royal Governor there was also much stronger civil authority. The British Parliament continued the appropriation made by the Trustees for a minister and two

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31 Park, O. A., *The Puritan in Georgia.* [*Georgia Historical Quarterly,* Vol. XIII, No. 4, 347, Dec. 1929.]

32 Stevens, W. B., *History of Georgia,* Vol. I, 276 *f.*

schoolmasters. John Reynolds, the first Governor, appointed by the King in 1754, served three years; Henry Ellis succeeded him; and was in turn succeeded by James Wright, the last Royal Governor.

In 1755, the colonists were permitted to establish a General Assembly, which began to function as a legislative body under the authority of the Crown. James Wright, Governor in 1760, on the whole ruled wisely; but he was a warm adherent of the royal cause, trying to stem the rising tide of independence. The home government was more arrogant than the local Governor, and orders from England directly precipitated the crisis. In June 1775, Governor Wright, reporting to the Earl of Dartmouth on affairs in Georgia, said that war threatened, that the people of Savannah had begun to act independently of his authority, to set up Liberty Trees, and display flags. In his letter of June 17, 1775, he requested leave to quit his post and come to England.[33] He had become frightened; for the citizens of Savannah had held a meeting of protest against the taxes levied by the Crown, and ordered the convening of the General Provincial Congress.[34]

The Provincial Congress assembled at Tondie's Long Room, in Savannah, July 4, 1775; Archibald Bullock was elected president, and George Walton secretary. This Congress adopted the principles of the American Association, and appointed delegates to the Continental Congress. Six months later Governor Wright was made prisoner by a party of volunteer patriots and confined in his house on his parole; he escaped, and fled to a British gunboat. The colonists were self-governed until Savannah was taken by Prevost in 1779; he recalled Sir James Wright and seated him again as Governor, in which position he remained until 1781. Thus Savannah became the headquarters of the British Army in the South; and the patriot capital was transferred to Augusta. There were many Tories in Georgia, and during the Revolution much of the fighting was between bands of Patriots, and bands of Tories aided by

[33] *Collections of Georgia Historical Society*, Vol. III, 157.
[34] *Georgia Gazette*, Wednesday, 6/14/1775.

British soldiery. Engagements between British and Patriot forces resulted in much destruction of property as well as confiscation of property by the British. Many of the towns and districts never recovered from the effects of the conflict.

At the time of the Revolution, Georgia consisted of a narrow strip along the Savannah River and the Atlantic Ocean, with the inland villages of Augusta and Washington. This area comprised twelve parishes. A Constitutional Convention assembled in 1776, and drew up a Constitution, which was adopted in 1777. The parishes now became seven counties: Burke, Camden, Chatham, Effingham, Glynn, Liberty, Richmond; and Wilkes County was created of original territory to the northward.[35]

The close of the Revolution found Georgia in a very disorganized condition: British occupation and internal strife between Patriot and Tory had exhausted her resources and disrupted her social organization. Just as she had been the most dependent of the Colonies, so as a State she had a hard struggle for many years. The State ratified the Federal Constitution in January 1788; her position among the new states was not prominent but her ratification was important. It is significant that in the apportionment for representation in the lower house, on a basis of 30,000 for each representative,[36] Georgia received three representatives because the State was known to be growing so fast she would soon have enough people to justify it.[37]

II. Georgia as a State

In 1753, there were scarcely two thousand white people in Georgia. Slave labor had been permitted in 1745, and this fact attracted to the State many settlers who were accustomed to working large plantations with slaves. Beginning in 1752, a group of about forty Puritan families from South Carolina took up grants in the Midway District of St. John's parish, in

35 *Georgia Official Register*, 1929, 309.

36 Five slaves counted as three white men.

37 Phillips, U. B., *Georgia and State Rights, passim.* (In reports of the American Historical Society, Vol. II, 1901.)

what later became Liberty County. There were at first about 370 whites and 1500 slaves. They prospered and attracted other newcomers to settle among them. They were religious and believed in education; the church became the center of their social system. From this community came many of the most prominent leaders of Georgia,[38] among whom were two signers of the Declaration of Independence. The port of Sunbury soon rivaled that of Savannah in the number of vessels loading and unloading there.[39] During the Revolution the fires of patriotism burned brightest in the Midway District. When the country was conquered and overrun by the British under General Prevost, this region suffered terribly, and never again attained an equal degree of prosperity.[40]

Wilkes County was organized in 1777, from territory secured from the Indians in 1773. It increased rapidly because of the influx of settlers from Virginia, North and South Carolina, Maryland and Pennsylvania. The War of the Revolution had left many families of these states destitute: there was no trade, no market for produce; there were no ships and no prospects. Many of the men had been in Georgia during the war and they were attracted to the land by its apparent fertility. They now came by families and groups of families and settled about Broad River.[41] Wilkes County took in an extensive territory; as a result of the offer of free land to soldiers it filled rapidly with settlers and in 1790 was the largest of the eleven counties, containing nearly half as many people as there were in the whole state.[42] With this increase of population, however, Wilkes County was subdivided, and in the figures of subsequent decades other counties showed more people than Wilkes; in 1800, of the twenty-four counties, Hancock was the largest; in 1810, Chatham was the largest of thirty-eight.

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[38] Jones, C. C. Jr., *Dead Towns of Georgia*, 150-55.
[39] *Collections Georgia Historical Society*, Vol. III, 161 *et seq.*
[40] Jones, C. C. Jr., *op. cit.*, 185-88.
[41] Gilmer, George R., *Sketches of Some of the First Settlers of Upper Georgia*, Chap. I.
[42] *Niles Register* gives Wilkes 31,500 population, and a total for the State of 82,150; 309.

The rapid growth of the towns is indicated by the following figures: Augusta, the Capital of Georgia, in 1782 contained but three or four houses; five years later, in 1787, it contained two hundred.[43] In this latter year, Savannah contained two hundred twenty-seven dwelling houses, and seemed in danger of being outstripped by Augusta. The same writer gives the population of the State in 1791, as 84,818.[44] In 1791, Robert Forsythe, Marshal of the District of Georgia, submitted a report (dated June 25th) giving a "Return of the Whole Number of Persons . . . . in Georgia, 1790;" in this report he gives the state a population of 82,548, divided in Districts, as follows:

LOWER	Camden County	305	
DISTRICT	Glynn "	413	
	Liberty "	5,355	
	Chatham "	10,769	
	Effingham "	2,424	19,266
MIDDLE	Richmond County	11,317	
DISTRICT	Burke "	9,467	
	Washington "	4,552	25,336
UPPER	Wilkes County	31,500	
DISTRICT	Franklin "	1,041	
	Greene "	5,405	37,946
TOTALS	11 Counties		82,548

Compare with this report the following figures showing the growth of population by decades over a period of sixty years.

	1800	1810
Free Whites	101,066	145,414
Slaves	59,699	105,218 [45]
Totals	160,765	250,632

[43] Winterbotham, W., *An Historical . . . View of the United States* (1795) Vol. III, 262 *ff.*

[44] Figures from: *Preliminary Report of the Eighth Census,* 1860. Government Printing Office, 1862.

[45] *Niles Weekly Register,* 1811—Vol. I, No. 1, 309. These totals show a slight variation from those given from Census summary of Watterson & Van Zandt, 1828, due to omission of "free blacks" from former.

	1820	1830
Whites and Free Persons	191,333	299,292
Slaves	149,656	217,531 [46]
Totals	340,989	516,823

	1840	1850	1860
Whites	407,695	521,572	591,588
Free Colored	2,753	2,931	3,500
Slaves	280,944	381,682	462,198
Totals	691,392	906,185	1,057,286

Compared with the figures of 1790, the increases in the various items of population over the whole period were as follows:

Whites	1,018.60%
Free Colored	779.40%
Slaves	1,479.41%
Totals	1,180.81%

From the foregoing, it can be seen that Georgia was a frontier state during the last years of the eighteenth century. Her people were drawn chiefly from various other states of the American Union, and they brought with them their traditions and institutions whether of religion, education, or social custom. Among the most important of the smaller groups were those coming from Maryland, Pennsylvania, Massachusetts, and Connecticut. The Scotch-Irish came to America between 1730 and 1750 at the rate of 12,000 a year; they settled in the back country of Virginia and Pennsylvania; later they led the immigration over the mountains into Kentucky and Tennessee, into North Carolina and Georgia. But Georgia gained most of her new citizens by immigration from the neighboring Carolinas and from Virginia, rather than from those more distant States and European countries. The census of 1850 shows 524,403 white and free colored people in Georgia

[46] *Statistical Tables of Watterson & Van Zandt*, Washington, 1828.

in that year. Of these, 119,890 were natives of other states of the Union, while 6,488 were born in other countries. Representation of other States stood as follows: from New York came 1,203; from Virginia, 7,331; from North Carolina, 37,522; and from South Carolina, 51,154.[47]

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[47] Census 1850. Quoted in *Georgia Telegraph*, 8/29/1854.

CHAPTER II

EARLY EDUCATIONAL BEGINNINGS

I. Schools Under the Trustees

Oglethorpe, beginning his work of colonization in 1733, found many needs more pressing than the need for schools: lands must be cleared, houses erected, crops planted, and matters of defense seen to first of all. Yet evidently church and school were matters of concern both to the Trustees of the Colony in England and to the leader in Georgia. An English traveller arriving in Savannah, January, 1734, had this to record regarding the settlement:

> "In the middle of the town they have reserved a spot of land, which they intend to build a church on, as soon as possible, though they have a place, at present, set apart for public worship on Sunday, where the Children are educated all the rest of the week."[1]

Not only was the same place used for instruction on week days and on Sundays, but doubtless the same man was preacher and teacher. At this early date there is no reason to suppose that instruction was given in any but the elements of education.

The coming of Charles and John Wesley to Georgia in 1735, as Secretary of Indian affairs and as Missionary at Savannah, respectively, was important to Georgia educational history. John Wesley was interested in education, and established a school among the Indians; and Charles suggested to George Whitefield the idea of a school and home for orphans and poor children in Georgia. John Wesley's school among the Indians was located on the island of Irene, in the Savannah River about five miles above the town. Reference to that school occurs in a "*True and Historical Narrative,*" as follows:

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[1] *Collections of Georgia Historical Society,* Vol. II, 40.

> "A place called Irene, where Mr. John Wesley built a pretty good house for an Indian School; but he soon wearied of that undertaking, and left it."[2]

It appears that Wesley was only partly responsible for this School on Irene: a group of Moravians had come to Georgia on the same ship with the Wesleys in 1835; John Wesley was interested in them, and probably in sympathy with their missionary work among the Indians. Certainly when the Moravians left Georgia the school was closed.[3] The Trustees also were interested in this school and supported the work there for four years.[4] No evidence has been discovered that the Moravians had any schools of a secondary character.

In 1741 (April 28) General Oglethorpe wrote to the Trustees as follows:

> "We want here some men fit for schoolmasters, one at Frederica and one at the Darien, also a sedate and sober minister . . . These are things I should chiefly think necessary."[5]

This seems to be Oglethorpe's first mention of schoolmasters, and he is emphatic in his request. However, the Trustees had continued their interest in schools, as evidenced by the record of land grants: in 1736, the lands granted in Trust were 20,000 acres. One such grant read,

> "In Trust for religious purposes . . . in order to settle a provision upon a clergyman at Savannah, a catechist and a schoolmaster, 300 acres."[6]

The leaders of the Salzburgers, Bolzius and Gronau, were well educated men, and schoolmasters. The Salzburgers were sober, industrious, religious people; and their leaders undertook to provide education for their flock. Strobel, the historian of the Salzburgers, has recorded their provisions for schools thus:

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2 *Ibid.*, Vol. II, 256.
3 Jones, *Education in Georgia*, Chapter I.
4 McCain, *Georgia as a Proprietory Province*, 285-6.
5 *Collections of Georgia Historical Society*, Vol. III, 113. Oglethorpe's letters.
6 *Ibid.*, Vol. II, 262.

> "It shall be their (deacons') duty to see that the school-teachers receive duly their stipulated salary semi-annually . . . They shall also semi-annually receive from the parents whose children receive instruction in the schools a certain amount of payment for tuition, proportionate to their means; so that the contribution of the whole congregational expenses may be somewhat diminished." [7]
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> "In 1796, Ebenezer was made the county site (Effingham County). There was already a parochial school at Ebenezer, under the care of a competent teacher. The instructions, however, were given almost exclusively in German, and did not meet the wants of the community, which even at this time had become measurably anglicized." [8]

Strobel says also:

> "The education of youths (among the Salzburgers) was not neglected; and DeBrahm assures us that in his day a library had been accumulated in Ebenezer in which could be had books in . . . thirteen languages." [9]

Despite the presence of books in many languages, however, there is no evidence that the languages were taught to the Salzburger children; and nothing has been found to indicate that any secondary schools were conducted among the Salzburgers.

It has been shown that the Trustees attempted to provide for the education of the colonists and for their religious welfare. The education afforded was not of a high order, nor was it either wide-spread or systematic. In April 1737, the Trustees created the office of "Secretary of the Trustees in Georgia;" among the duties of the Secretary was that of inspecting and encouraging schools.[10] Oglethorpe was interested in providing preachers and teachers, as has been shown above; but there is nothing to indicate that he took any interest in schools once established. McCain says, "One of the pastors in Georgia in writing to his missionary society at home in 1739, stated that

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[7] Strobel, P. A., *The Salzburgers and Their Descendants*, 97-8.
[8] *Ibid.*, 233.
[9] Quoted in Strobel, *op. cit.*, 34, from Wormsloe *History of the Province of Georgia*, 24.
[10] McCain, *op. cit.*, 148.

the Trustees were running *so many schools* in the province that they were unable to give any help to his field at Darien."[11] The facts discovered scarcely support this statement of *so many schools;* schools were supported at several places, and teachers were usually paid out of the Trust funds. In 1734, Rev. Jno. Burton, one of the Trustees, suggested sending a teacher to Georgia; no action was taken at that time. John Burnside petitioned for license to keep a "writing school" in Savannah, but there are no records to show any history of such a school. The first schoolmaster of whom definite record has been found was Christopher Ortman, a German Protestant; in 1736, he came to teach the Salzburgers at Ebenezer. He was incompetent and did not long remain.[12] It later developed that the young Salzburgers demanded to be taught English, as they wished to become a real part of the colony in its various activities; despite this fact, the schools were conducted in German for fifty years.

These early schools were of two kinds—secular and religious. The secular or regular schools were under the direction of secular teachers, who doubtless gave a certain amount of religious instruction. Schools under religious control were conducted by catechists or assistant pastors, visiting from house to house and instructing children. The teachers were paid by contributions from charitably disposed persons or supported by missionary societies. For example, in 1745, the Society for the Propagation of the Gospel aided in the support of a teacher at Frederica; John Ulrich Dreisler, the schoolmaster, was a good man, but he died within a year and the school was not continued.

The first regular school of any consequence was begun in Savannah, February 1736, by Charles Delamotte. Here thirty or forty children were taught to read, write, and cast accounts. The Trustees paid a small amount towards the support of the school, but Delamotte supported himself and his school in large measure. This school was later taken over by James Habersham

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11 *Ibid.,* 280.
12 *Ibid.,* 281.

and became part of the larger scheme of George Whitefield and his Orphan House.

During the first years, the Trustees were generous in their provision of money for religious purposes; after 1742, they gave little. By this time they had contributed as follows: building churches, £ 702; Indian Missions, £ 679; general religious purposes, £ 522. All told they contributed about £ 7500 for religious purposes, such as salaries of pastors and expenses of buildings. But in general they were not successful in their missionary work, either because the people were too indifferent or too busy to take much interest; or because the clergymen and catechists were too young and inexperienced to do effective work. Examination of all available records justifies McCain's conclusion that "The proprietary period closed without there being any regularly appointed schoolmaster for the white children of the Savannah region."[13] After the Trustees had surrendered the charter, however, the British Parliament continued the appropriation formally made by the Trust, for a minister and two schoolmasters in Georgia.

After the setting up of the General Assembly in 1755, the colonists began to take some part in governmental affairs; the two decades following were characterized by a growing dissatisfaction on the part of the colonists, and an avowed determination on the part of the Crown to stay the rising tide of independence. Conditions were unfavorable for the setting up of schools; the struggle for independence meant danger, deprivation, and economic exhaustion. There were the rich who lived in comfort and the poor who just managed to survive. Distances were great, means of transportation meager. Religion gave way to political controversy during this critical period. Education was looked upon as a luxury for those who could afford it, or something to be fostered by churches and philanthropic societies. With democracy came new social and economic problems to be solved before education could be undertaken in any considerable or systematic way.

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[13] *Ibid.*, 301.

II. Later Private Adventure Schools

As soon as a newspaper began to be published, affording a definite means for the spread of information and the exchange of ideas, the outlying parts of the Colony seemed to be drawn more closely to the center of things at Savannah. Soon school notices began to appear in the Georgia Gazette. The first mention of schoolmasters appeared in the issue of November 10, 1763, in connection with an offer of school-books: "A good allowance to *schoolmasters* . . . . who take a quantity of the above article."[14] The first schoolmaster offering secondary subjects was John Holmes, who announced the opening of his school in Savannah, in 1766.[15] Notices are frequent from this date. There is reason to believe that the private masters conducted schools before the beginning of these newspaper records; but no records have been found of them. This was certainly a time of private schools and instruction by tutors in private homes; no system of schools had yet been initiated. Since no provision covering education was passed by the Colonial Assembly, it is evident that education was left to local or individual effort.

III. Bethesda Orphan House

(a) *First Years Under George Whitefield*

The most considerable effort at school-keeping in the Colonial period, and the only sustained effort, was Bethesda Orphan House. The story of this institution extends into the period of Statehood. With this orphanage and school the name of George Whitefield is inseparably connected; for thirty years Whitefield labored incessantly, subordinating every other purpose to the end that his institution might survive. The story of Bethesda is considered here at length because of the later developments: the Orphan House became an Academy and then a College. Though the ambitions of the founder to

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14 First issued April 7, 1763. Photostatic copies in Georgia Historical Society Library, Savannah.

15 *Georgia Gazette*, 5/21/1766.

secure a charter for a college were not realized, the institution was called a College, as will be seen.[16]

George Whitefield was born in Gloucester, England, in 1714; he attended Oxford, and there in 1735, became a member of Wesley's Society, and a close friend of Charles Wesley. He was ordained to the ministry June 20, 1736; and soon became a popular preacher. The fact that Charles and John Wesley had gone to the colony of Georgia as missionaries doubtless influenced the young Whitefield in his desire to go there also. In December 1737, the Trustees ordered that a "license be made out for the Rev. George Whitefield to perform ecclesiastical offices in Georgia, as a deacon in the Church of England."[17] He came to Georgia the following year, (May 1738) having already formulated some plan for the work he was to do. Of the idea of the orphanage, he says: "It was first proposed to me by my dear friend Charles Wesley, who, with General Oglethorpe, had concerted a scheme for carrying on such a design before I had any thought of going abroad myself."[18] The Wesleys had no active part in establishing the orphanage: Charles had returned to England before Whitefield's arrival in the colony; John Wesley soon followed, and no steps had been taken to carry out the design.

The design was two-fold: first, there were many poor and orphan children with little hope of education and care; hence the first need was "getting a house and land for these children where they might learn to labor, read and write, and at the same time be brought up in the nurture and admonition of the Lord."[19] The second reason was one in which Oglethorpe was especially interested: such a place as that proposed would encourage settlers to go to the colony, since there would be some hope of security for the children in the event of the death of the parents.

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[16] *MS. Minutes of Trustees of Bethesda College* 1792-1808. Copy sent to Governor Irwin by Wm. Stephens, Secretary.

[17] White, *Historical Collections; Trustees' Minutes*, Dec. 21, 1737.

[18] Gamble, Thomas, Jr., *Bethesda, an Historical Sketch of Whitefield's House of Mercy*, 10.

[19] *Ibid.*, 12.

The plan was soon put into execution: the Trustees granted 500 acres of land for the school, about ten miles from Savannah in a neighborhood of large plantations. Meantime, James Habersham, a friend and co-worker, opened a school in Savannah and began to collect orphans; he rented a house and soon had twenty-four orphans under his care. While Whitefield was in England preaching, and collecting money for the orphanage, having returned for that purpose, Habersham selected the site and collected materials for building. On January 11, 1740, Whitefield returned to Savannah, having secured £1300.[20] Three months later, work started on the orphanage: a two-story building of brick and wood construction, 60 x 40 feet, containing twenty rooms, which became the nucleus of a very considerable institution. Whitefield spent most of his time away from Bethesda, either in America or in England, preaching and collecting; he had great difficulty in raising sufficient money to complete the building and feed so many people: by the time the building was under way there were 40 children, and these together with the managers and laborers made 100 mouths to feed. By the end of 1741, there were 68 orphans under his care.

During the scare of Spanish invasion, Habersham moved the establishment for a time to South Carolina; after Oglethorpe's defeat of the Spanish troops, the children were returned to Bethesda; but the peak had been reached, and the number of children was diminished. Criticism of the school by the Trustees (Church of England members), for severity of discipline, too many prayers, and dangerous dissenting doctrines, made it difficult to raise sufficient money to continue on the same basis. By 1746, there were only about twenty small boys and girls in the school.[21]

Ten letters, written in 1741, from the Orphan House to Whitefield, again in England, have been preserved. These were sent to England and served to inform Whitefield of conditions at the "Hospital of Georgia;" the writers are seven boys and

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20 *Ibid.*, 17.
21 McCain, J. R., *op. cit.*, 296.

three girls, whose ages are from ten to seventeen years. The letters are well written, filled with praise and gratitude, though they may have been carefully edited. There is nothing in the letters to indicate the grade of schooling of the children or the kind of work done in the school. Printed along with these, are letters from the leaders: one from the Superintendent of Spiritual Affairs, and one from the Superintendent of Outward Affairs. Neither of these gives much information concerning the educational life at the Hospital.[22]

In 1744, James Habersham, who was Superintendent of Outward Affairs, sent to Whitefield a letter dated March 2nd.[23] This letter gives an accounting of affairs at Orphan House: there are 67 people in all, of whom 49 are children; of the 18 remaining, a few are babies and the others are employed on the place. The letter is chiefly about the revival at Orphan House; at the same time it gives an account of the kind of children taken in—the lame, the halt, and the blind, of all ages and conditions; those in charge constantly marvel at the excellent condition of health of the children, many being seriously ill when received there. The institution was kept going with great difficulty. There is no information about education at Bethesda in this letter.

This was a time of great religious awakening in England, due in large part to the activity of the Methodists and the United Brethren, and the rapid spread of their doctrines. George Whitefield became one of the most active participants in the spread of the Gospel, journeying from village to village throughout the country and preaching to great crowds gathered in the fields to hear him. In this activity he attracted the attention of Selina, Countess of Huntingdon,[24] who had become interested in the new religion and who was assisting it by contributing to the support of preachers, establishing chapels, and founding a College at Trevecca in Wales. Her missionary

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22 *Collection of Letters of Orphans in the Hospital of Georgia.* Published as Pamphlet, Glasgow, 1741.

23 James Habersham to Mr. Whitefield. Printed by J. Lewis, London, 1744.

24 New, A. H., *Selina, Countess of Huntingdon, passim.*

zeal reached out to distant Georgia, and she became interested in Whitefield's labors there; her interest remained strong until her death in 1791, forty years afterwards.[25]

By 1764, Bethesda Orphan House was in good condition. Conditions in the colony, also, were much improved; there was less poverty, and fewer orphans required the care of this institution. As the colony became more prosperous there was need for a different kind of education; the experiment of a Latin School had been tried at Bethesda, and Whitefield felt that now a college was needed in the Colony. Accordingly, in 1765, he petitioned for an additional grant of 2,000 acres for the proposed college; and received it. When he left Georgia for another, his last, voyage to England, only a few boys were left in the orphanage. Whitefield's plea for a college charter was based upon the excellent condition of the Orphan House estate: Bethesda was prosperous; debts were paid, crops on the estate good, there was considerable money on hand; the annual income from various sources was £ 400 to £ 500; about thirty negroes were employed on the eighteen hundred acres of land owned previously, and 2,000 additional acres had been granted for the new project, with 1,000 acres given by the Rev. Mr. Zuberbuhler. All these assets he proposed to devote to the new college.

In 1767, a memorial was prepared, asking for a college charter. The conditions proposed by the Archbishop of Canterbury, to whom the matter was referred, required that the head of the college should be a member of the Church of England, and that the public prayers should be those of the Church liturgy. The conditions Whitefield could not accept;[26] to do so, was to lose control over the institution and also to change its purpose and character. But a school could be run, if not a college: he proposed that Orphan House should be conducted as a self-sustaining institution, to care for as many orphans as possible, and become a "suitable academy for opulent

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25 See Seymour, A. C. H., *Life and Times of Selina, Countess of Huntingdon.*

26 *Bethesda Home for Boys.*

students'' to be instructed by masters sent from England. In 1769, he sent from England workmen to make alterations necessitated by this change of plans, which required the addition of two wings to the building. On his return, he found the work progressing well, and plans for opening the Academy went forward.

Whitefield now proposed to secure a college charter by Act of the Georgia Assembly;[27] he secured the approval of Governor James Wright to locate a college in Georgia. It was proposed to have a large body of wardens for the college: ''near twenty are to be of Georgia, about six of Charleston, one of Philadelphia, one of New York, two of Glasgow, and six of London.'' In January 1770, many of the most influential men of Georgia were invited to Bethesda to inspect the buildings and grounds of the institution, and to hear more concerning the plans proposed for it.[28] This was a great event in the history of education in Georgia. It brought together the Governor and his Council and the leaders of the colony; in general, they were well pleased with what they saw and approved the plans proposed for the school.

These busy days were the last that the great leader was to spend at Bethesda; for before these plans could become effective, George Whitefield died, September 20th, 1770. His great plan seemed just coming to fruition. During thirty years he had contributed and collected over £15,000 for the Orphan House; one hundred forty boys and forty-three girls had been clothed, educated, maintained, and suitably provided for. At his death, twenty-five persons were being maintained there, besides fifty negroes; of these twenty-five, there were fifteen boys and one girl. Moreover, it was the founder's intention to admit ''some few orphans immediately:'' this intention was declared through newspaper notices, in which Whitefield directed that application for admission be made to

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27 *Ibid.*

28 See *Georgia Gazette*, 1/21/1770, for description of the events of the day. It is called here ''The Chapel of the Orphan House Academy.''

the Superintendent of the Outward Affairs of the Orphan House Bethesda Academy.[29]

(b) *Under Selina, Dowager Countess of Huntingdon*

Upon his death Whitefield left the whole property to Selina, Countess of Huntingdon. His suggestion was that the plan for the college should be prosecuted if possible; otherwise, that the school should be carried on as the Orphan House Academy. The educational purpose became uppermost in the Countess' mind, though the charitable purpose was never entirely lost. Lady Huntingdon acted with decision: she sent to Georgia her own housekeeper to manage the domestic affairs; Rev. Mr. Crosse was continued as teacher; the Rev. Mr. Piercy was made President and general agent of Bethesda. Six young missionaries were selected from among the students at the Countess' College in Wales, to work among the Indians in Georgia, making Bethesda their headquarters.[30]

But the best days of the Orphan House were over. Piercy was an unfortunate selection for the directing head of the institution; during the six years of his connection there he made no accounting to Lady Huntingdon, and seems to have converted to his own use the proceeds of the estate. The main building was destroyed by fire in 1773; during the Revolution the British took possession of the place and did much damage to the remaining buildings and the plantation. After 1784, Col. Henry Laurens was made business agent for the Countess' affairs in America; Bethesda was saved from dissolution, and began to function again.

On February 1st, 1788, the Georgia Legislature passed an Act continuing the Countess of Huntingdon in possession of "Bethesda College, or Orphan House Estate, originally intended for an Academy;" it granted an additional 5,000 acres of land not already granted, for use of "the said academy or seminary

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[29] *Ibid.*, 3/28/1770.

[30] *Proceedings at the College of the Right Honorable the Countess of Huntingdon, in Wales, relative to those students called to go to her Ladyship's College in Georgia.* In 3 unsigned Letters. London, 1772.

of learning:'' also ''£1000 specie of confiscated property in Chatham (to) be put into the hands of the trustees'' for the use of the Academy.[31] Since 1783, the Legislature had been chartering County Academies, giving a grant of land and 1000 pounds of confiscated property, and creating bodies of Trustees for the management of such institutions. The University had also been chartered (1785), and endowed with forty thousand acres of land, and a Board of Trustees had been named to manage the affairs of that institution. Hence the action with respect to Bethesda was in line with the only educational policy thus far adopted by the State. Similarly the use of the terms ''seminary'' and ''academy'' did not differ from the denomination of other institutions created by Legislative enactment. The name ''Bethesda College'' as used in the Act indicated only that this property was known by this designation.

The assistance thus afforded resulted in saving the life of the institution, and new plans were made for its continuance. Lady Huntingdon sent Rev. David Phillips to Bethesda, and he announced immediately the intention to open the school for reception of pupils. The plan and purpose of the school was announced to the public through the Savannah paper, as follows:[32]

> ''Bethesda College, near Savannah, instituted by the late Reverend George Whitefield, Chaplain to the Right Honorable the Countess of Huntingdon, is to be opened the 24th instant, under the patronage of her Ladyship, whose warm zeal to promote the happiness of mankind in spreading religion and learning in this state is above praise, and by whose authority and appointment the Reverend David Phillips, late from England, anxious to carry out her Ladyship's pious designs into the fullest execution, solicits the attention of such Ladies, Gentlemen, and Guardians of Youth, as are desirous of sending young gentlemen for Instruction in every Branch of useful and polite Literature, comprehending English grammatically, Writing, and the Use of Figures, every Branch of Mathematics, the Use of the Globes, Latin, Greek, and French,

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[31] Act 2/1/1788, Watkins *Digest*, 388.
[32] *Georgia Gazette*, 6/5/1788.

> including Board, Washing, etc. on the following terms: viz, 30 Guineas per annum for each student without distinction of age, or class of education . . . A line for admission to the Rev. David Phillips, Superintendent, or the Rev. Benjamin Lindsay, Rector of Christ Church, Savannah, Classical Tutor of said College, will have . . . attention . . .
>
> N.B. The Trustees of the Academy of Chatham County, not having it in their power to carry into effect the trust reposed in them by the . . . Legislature . . . (that is, to open the newly chartered Academy of Chatham Co.) . . . do recommend to the parents and guardians of youth an attention to encourage an institution which has for its object the promotion of learning . . .
>
> N.B. Public notice will be given, in the Gazette of this state, for the reception of Orphan Children, on the original benevolent plan, immediately on the estate being productive for that purpose.''

It has been impossible to discover exactly what was done at Bethesda during the years immediately succeeding. The fact that the school had the endorsement of the Trustees of Chatham County would indicate at least a chance for success in the project to conduct a school at Bethesda. Chatham Academy did not formally open its doors, in its own building, until January 5, 1813.[33] However, there is proof that a school was conducted by the Academy Trustees in 1793, called Chatham Academy.[34] A prize-book in possession of the Savannah Board of Education bears the name of the winner, and the date 1793. Moreover, the newspapers of the day bear witness of this school: on Thursday, September 12, 1793, the Trustees of Chatham Academy ''met . . . . and having proceeded to the Academy they there superintended the Examination of the Scholars after which . . . . prizes were distributed.''[35] Among these prize winners was Isaac Minis as the best Latin Scholar, who received two volumes of Telemachus.

Mr. Otis Ashmore, Former Superintendent of Schools, Savannah, says . . . . ''It appears that the school was opened

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[33] *Savannah Republican and Evening Ledger,* 12/12/1812; 1/1/1813.

[34] Prize-Book given to John Haupt, 1793. *MS. of Albert S. Otto,* Savannah Schools.

[35] *Georgia Gazette,* 9/19/1793.

very soon after its incorporation in 1788."[36] If such was the case, Bethesda did not long serve the pupils of Savannah who would otherwise have gone to the local academy. On Thursday, April 18, 1793, the Chatham Academy Trustees advertised that they would take four poor boys to educate on the bounty of the Academy;[37] this they may have done in a school conducted by them, or in another school to which they paid the tuition charges.

(c) *Under State Control, 1792-1808*

The Countess of Huntingdon died June 17, 1791; six months later, the Georgia Legislature, which had confirmed the Countess in her inheritance from Whitefield, denied her right to determine the future ownership of the property. Instead it took over control for the State, and vested ownership in eight Trustees with full power of management.[38] The Trustees were required to report annually to the Legislature on the affairs intrusted to them.[39]

The Trustees thereupon took charge of Bethesda, discharging the former manager, Rev. John Johnston,[40] and taking forcible possession; but they did very little educational work. The income from the estate was small, and it was impossible to inaugurate a college; though the purpose to start an academy when the income should permit, evidently remained. Meeting at the Orphanage, April 1, 1793, the Trustees resolved to educate and clothe six poor children from the funds of the Institution.[41] Meeting at Bethesda College, May 4, 1797, they reported that 19 orphan children were taught by Mr. Ellerbee on the estate and one lame boy was being educated in Savannah.[42]

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[36] Ashmore, O., *Chatham Academy.* In *High School Quarterly*, July 1930, 174.

[37] *Georgia Gazette*, 4/18/1793.

[38] The Trustees appointed were Sir George Houston, Joseph Habersham, John Morel, John Milledge, Jacob Waldburgher, James Jackson, Joseph Clay, Jr., James Whitefield. Act 12/20/1791, Watkin's *Digest*, 453.

[39] Reported, *Georgia Gazette*, 1/19/1792.

[40] *MS. Minutes of Trustees of Bethesda College*, Jan. 6, 1792 to Oct. 16, 1809.

[41] *Georgia Gazette*, 4/18/1793.

[42] *MS. Minutes Trustees Bethesda College.*

A meeting was called at the Orphan House for May 5th, 1798;[43] and the notice of July 26, 1798,[44] calls for a meeting on the first Saturday in August. The heading of this notice is "Bethesda College." The name "Huntingdon College" is found in a letter written March 13, 1799, by James Jackson[45] to John Milledge:

> "I should have written to you two days since by Dr. Bothwell, the minister of this place (Louisville) . . . I beg you to show him what attention may be in your power as one of the Trustees of Huntingdon College. He has had my boys under him since the period of their coming up, and is a complete Latin, Greek, and Hebrew Scholar, besides a knowledge of French. He has an invitation to Savannah . . . I have been thinking that if he succeeds, he might preach on Sundays and keep school at the Orphan House where he might reside during the week. If the Trust should deem a Teacher of languages at present necessary, I do not think a more fit person could be employed."

The school of the Trust was kept for a few years in Savannah; in 1801, they had both a charity school and a pay school. This situation was indicated by the minutes of the Trustees, as follows: "Children of poor parents . . . . as respects schooling, gratis. All other children . . . . $3.00 per quarter, reading and spelling, $4.00 for writing, and $5.00 per quarter for ciphering."[46] It was at this time decided to repair the North Wing of Bethesda, and an amount not to exceed $2000 was appropriated for this purpose; it was decided also to transfer the school to Bethesda when the building should be ready.[47] The resolution continues, that "As soon as the North Wing is finished, the South Wing be completed, and a Professor engaged as Principal of the College, with teachers of the Latin, Greek, and French languages, the Mathematics, Natural Phil-

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43 *Ibid.*, 4/27/1798.
44 *Ibid.*, 7/26/1798.
45 Jackson was Governor of the State 1788. Charlton, *Life of James Jackson*, 179.
46 From the *Trustees' Minutes* of May 2, 1801.
47 *Georgia Gazette*, 5/8/1800, asks for bids.

osophy, and other Sciences as are usually taught in respectable Colleges of the United States, and will secure a complete apparatus for such Sciences, and a Library for the use of the students.'' [48]

One wing of the old building was repaired; and again Orphan House echoed to the sound of children's voices. The Board employed Mr. McCay as tutor, and he took up his duties November 1802. In May of the following year he reported 3 orphans under his care and 9 private boarding pupils. The following August they raised the fees for tuition to the following:

Spelling and Reading	$5.00 per quarter.
Writing and Arithmetic	7.00 " "
English Grammar and Languages	9.00 " "

But the school did not long continue. When fire and tornado destroyed the building and ruined the plantation, in 1805, it was no longer possible to conduct the school at Bethesda. Schoolmaster McCay was ill, and the scholars were scattered. Thereafter no school was kept at Bethesda. Orphan House Estate began to disintegrate: part of the estate was sold the year following the tornado, and in 1808, the Legislature authorized the sale of the remainder. The Legislature decreed that the proceeds from this sale should be distributed as follows: one-fifth should be devoted to the uses of the Savannah Poor House and Hospital Society; of the amount remaining, one-half was allotted to the Union Society of Savannah, and one-half to Chatham County Academy. In return, Chatham Academy was required to support and educate at least five orphans.[49] The sale of Orphan House property brought $26,900.00 for distribution, a considerable amount for those days. Land title records show that 2,253 acres of land were disposed of for $16,900; the remainder resulted from the sale of slaves and other personalty of the estate.

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[48] *Georgia Gazette*, 5/14/1801; *Ibid.*, 5/2/1801.
[49] *Clayton's Compilation of Georgia Laws*, #349, Dec. 22, 1808.

This was the end of the House of Mercy; but the work of Whitefield has gone on, both in the care of orphan children and in education. In 1855, the Union Society of Savannah,[50] having purchased the site of Orphan House and erected a building, moved the eleven children in its care to this place and from that time has conducted its charitable work there. It now cares for one hundred boys, educating and maintaining them; certain of the older boys are sent to the Savannah High School. Chatham Academy was enabled by its share of Bethesda money to erect an Academy building, and continue its plan for education. The Rev. Wm. Bacon Stevens, in a sermon delivered at Athens, February 13, 1845, had this to say about Bethesda:

> "In the educational history of our State do we also find occasion for thanksgiving. The first college ever chartered South of William and Mary in Virginia, was Bethesda College in Georgia . . . and now nothing but ruins mark the site, where in old times, the students of Bethesda, with their black gowns and square caps, lived and studied."[51]

The precise details of secondary education actually accomplished at Bethesda are not easily determined: it consisted rather in plans and purposes than in actual accomplishment. No records have been found of text books used or methods employed; but it has been shown that Whitefield and his successors fully intended to educate here boys whose parents could afford to pay for their education, and that they saw a need for a type of education not readily available elsewhere in Georgia.

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50 The Union Society was organized in 1750, and claims to be the oldest orphanage in the United States. For its history see the *Minutes of the Union Society*, 1750-1858.

51 Stevens, W. B., *The Providence of God in Settlement and Protection of Georgia*, 21, *(pamphlet)* Athens, 1845.

CHAPTER III

CONSTITUTIONAL AND LEGISLATIVE PROVISIONS FOR SECONDARY EDUCATION

I. Constitutional Provisions

Over a period of one hundred years, the State of Georgia adopted seven Constitutions:[1] the first was in 1777, and the last in 1877.[2] Whatever provisions for education were made in these documents were expressed in very general terms, giving authority to the legislative branch of the state government to enact such laws as would carry out the intent of the Constitution. It has been shown that prior to the Revolutionary War no effort had been made to provide education for the whole colony; nor had any general policy for such education been adopted. Schools were in operation in various towns and villages within the parishes, conducted for the most part either by family groups or by individual masters; there were also schools conducted by charitable societies for poor children; and groups of poor children were educated in established schools as wards of various individuals or societies. Several instances of this type of education may be seen in the footnote.[3]

This education by charity was for young children, and was elementary in character. Instruction in the classics was offered

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[1] The various constitutions were adopted as follows: 1777, 1789, 1798, 1861, 1865, 1868, 1877.

[2] Hinsdale, B. A. *Education in State Constitutions.* (Report U. S. Commissioner of Education 1892-3, Vol. II, 1312 *ff.*)

[3] (a) "Two poor boys of industrious, honest parents within the Town of Savannah, will be taught to read, write and cast accounts for 1 twelvemonth, and be provided with books, etc., by the bounty of a Gentleman, by applying to—John Franklin"—(Who keeps a school, etc.) (*Georgia Gazette*, 9/16/1767).

(b) "Whereas there are 10 children to be schooled on the bounty of the Union Society, any person willing to undertake the tuition of the same, is desired to send in their proposals in writing, etc. . . ." (*Ibid.*, 11/16/1768).

(c) "Whereas the members of St. Andrew's Society have appropriated a part of their fund for the education of 10 children . . . any person inclinable to have their children educated on the aforesaid bounty are desired to make it known, etc. . . ." (*Ibid.*, 2/8/1769).

by many adventure masters throughout the Colonial period, usually in schools offering elementary subjects also.[4] Even the settled districts were sparsely populated; towns and villages were few, and the isolated planter employed a tutor to instruct his children. Whatever official recognition was taken of the need for schools was local and very limited: a setting aside of land in new towns for Court House, Jail, Church, and School; a sale of land to secure money for a school house; or the provision that rents of stalls in the market should be used towards the salary of a schoolmaster, as in Savannah in 1761. It was, therefore, a decided advance in educational practice to include in the first Constitution a provision, however general or vague, looking toward the establishment of schools throughout the State and supported at the expense of the State.

The Continental Congress, meeting in May 1776, recommended that the American Colonies, already in arms against the mother country, should set up state governments and adopt constitutions. Acting upon this recommendation, Georgia set up her government, already operating since the patriots had seized the reins of power, and adopted her first Constitution, February 5, 1777. This instrument had certain features in common with all these first State Constitutions; such as property qualifications for voting and for election to the Legislature. The educational provision was contained in Article LIV:

> "Schools shall be erected in each County, and supported at the general expense of the State as the Legislature shall hereafter point (out) and direct."

The second Constitution, that of 1789,[5] did not differ greatly from the first in its general provisions. There was no educational provision in this Constitution.

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4 For example: *Ibid.*, 4/20/1768: (a) Alex. Findlay & Jas. Seymour advertise to accept pupils in all branches. (b) *Ibid.*, 11/27/1783: Sam'l Bird will instruct in the Latin & Greek languages, and also the reading & writing of the English.

5 The Constitution of 1789 was adopted not so much to incorporate new provisions, as to conform to the new Federal Constitution of the United States.

The third Constitution was adopted in 1798, and contained the usual restrictions upon suffrage and office-holding. The educational provision is contained in Article IV, Section 13:

> "The arts and sciences shall be promoted in one or more seminaries of learning and the legislature shall, as soon as conveniently may be, give such further donations and privileges, to those already established, as may be necessary to secure the object of their institution; and it shall be the duty of the General Assembly, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowments of such institutions."

The period covered by the Constitution of 1798, is that of the growth and expansion of Georgia in population and territory, her most prosperous period coming in the two decades preceding the Civil War. The number of counties had increased from 24 in 1798, to 132 in 1861;[6] and the state boundaries were as they now are. At the same time the population had grown from 162,686 in 1800, to 1,056,286 in 1860.[7] A few specific facts concerning some representative towns and counties will indicate the growth in different sections of the State. In 1830, Macon, Bibb County, had a total population of 2,635—1,452 whites, and 1,183 blacks. Within twenty years, the population increased to 5,763.[8] According to the census of 1828, Milledgeville (Baldwin County), the Capital of the State, had a population in that year of 1,599—831 white and 768 colored. Among the whites, the partial classification of the population included the following occupations:

20 attorneys
6 physicians
21 merchants
16 shopkeepers
9 innkeepers
21 printers

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[6] *Georgia Official and Statistical Register*, 1931, 432-41.

[7] *Niles Weekly Register*, 1811, Vol. I, No. 1, 309; 8th Census Report 1862.

[8] Butler, J. C. *Historical Record of Macon and Central Georgia*, 115-193.

26 carpenters
2 joiners
5 blacksmiths
6 boot & shoe makers
4 silversmiths
8 tailors

One of the most definite indications of growth and plantation development is to be found in the statistics of slave-holdings in the various counties at different periods. For example, note the following table:

TABLE No. 1

The Slave-Holdings in Oglethorpe County [9]

Date	Number Slave-holders	Number Slaves	Average
1794	395	1980	5
1800	522	2788	5.32
1805	651	3598	5.37
1810	757	5255	7.07
1815	706	5457	7.73
1820	630	6444	10.23
1835	658	6689	10.17
1850	587	7111	12.11
1860	549	6589	12.00

The statistics for Taliaferro County,[10] 1827, show a total population of 4464: of these, 2038 were whites; 2394 were slaves; and 32 free colored. Of the 2038 whites there were 376 families, of which 269 held slaves. Crawford County, according to the census of 1824, had a white population of 1,781; of the 330 families, 114 families owned 579 slaves.[11] Savannah in the 40's was a city having a population of 11,214; but it covered a small area and had few improvements; for instance, the lighting of the streets was decidedly primitive

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[9] Phillips, U. B., *Georgia Local Archives* [in *Report American Historical Association,* 1904, 560].
[10] *Ibid.,* 1903, Vol. I, 455.
[11] *Ibid., loc. cit.*

—a whale-oil lamp was placed at each town pump.[12] At that time Chatham Academy was in existence, but only private schools were conducted in the academy building; there were a number of private schools in operation in the city, but only one free school. A census taken a few years later, shows that the city had grown from 5,195 in 1810, to 13,573 in 1848; about 47% of these were colored.

Amendments to the Constitution of 1798, particularly those removing property qualifications for voting and holding office, indicate the development of the democratic spirit. How considerable was this change will be indicated in the subsequent discussion of legislation during the period.

The fourth Constitution was adopted in 1861. It contains this provision concerning education (Section V §4):

> "The General Assembly shall have power to appropriate money for the promotion of learning and science, and to provide for the education of the people."

This provision, on the face of it, does not indicate any decided advance in educational thought. The powers granted to the Legislature by the first Constitution were as broad and comprehensive as those now granted; the difference lies in the interpretation placed upon the intent of the instrument, and in the experience of the intervening years in legislating for education. The significant advance is to be found in the fact that the division of the State into Counties is not emphasized, as in 1777, and that provision is to be made for "the education of the people." In so far as this Constitution indicated the needs of the whole State, there was improvement. The implication is for the education of all *white* children, whether rich or poor.

For some years prior to 1861, public and official sentiment had been demanding better and more liberal provision for education in the state. The dissatisfaction was expressed by two groups: first, there were those who did not believe in too

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12 Olmstead, C. H. *Savannah in the 40's.* [*Georgia Historical Quarterly,* Vol. I, No. 3, Sept. 1917; 245-6.]

much education. The Committee on Public Education and Free Schools, making their report in 1831,[13] took note of this opinion, as follows:

> "The Committee regret to say, that they have seen strong indications of a belief that more of learning than will suffice for the pursuits prescribed by parents and guardians, or than is absolutely demanded in the contemplated profession, is worse than useless."

That this opinion was entertained by many of the legislators as well, was indicated by the action of the Committee in withholding approval of a plan presented by the Senatus Academicus for the education of a certain number of poor boys at the University. This plan originated in 1830,[14] and was referred to a Committee; in 1831, the Committee reported favorably, recommending that Justices of the Peace nominate one or two worthy boys in their districts; from these, the Justices of the Inferior Courts should select one boy from each county. "These boys are to be entered at the Grammar School at Athens and are to be taught, clothed and boarded at the public expense, until they shall have completed the full course of studies taught at the University." The Senatus Academicus asked $15,000 to finance the undertaking. In refusing to recommend this appropriation, the Senate Committee said: "If any further appropriations be necessary to extend the principles of education to the poorer classes of our fellow citizens, [let] it be based on the principles of equality, and not those of mere selection or distinction."

The second group of objectors wanted better educational facilities. The Senate Committee said in the same report:

"The subjects which are now, and have hitherto been taught in Franklin College,[15] though extensive and solid, are purely elementary. Intelligence cannot be conceived to exist, without the acquisition of a greater part of them. An education afforded by a College or University, should not stop at mere elements.

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13 *Sen. Jour.* 1831, 284-6; Res., Dec. 22, 1831.
14 *Minutes Senatus Academicus,* 1830, 227; 1831, 231 *f.*
15 Franklin College was first used to designate the State University.

Higher studies should be introduced to occupy the time that intervenes between youth and manhood."

The legislation establishing and endowing academies had been sufficient, along with the annual stipend to these academies, to set up machinery necessary for the preparation of students for the University; that dissatisfaction with this system continued to exist, is evidenced by the taking away—in 1837—of appropriations to academies. This in turn resulted in more money for common schools. Yet, even though the Common School Fund now yielded twice as much money for common schools as had formerly been given to poor schools, the system actually did not meet the needs of the people even for elementary education, while it afforded no instruction in secondary subjects. In his annual message of 1840, the Governor expressed dissatisfaction with the existing system, as follows:

> "The system of education through the instrumentality of the Common Schools, as at present arranged, is far from answering the purpose intended by its projectors. The fund to be distributed is so small . . . that none can derive any substantial benefit from it. It is impossible for the State, with its limited means, . . . to afford gratuitously the blessing of education to every child within her boundary. I would therefore recommend that . . . the children of such parents only, as are unable to educate them, be embraced within their provisions." [16]

As a result of this agitation and the recommendation of the Governor, as given in the above message, the Common School Fund again became a Poor School Fund. Distribution from the Poor School Fund continued to be made to the counties until 1859-60, when the name was again changed to Educational Fund. From the first, the appropriations from the Poor School Fund, while they had provided more money for the poor schools, did not meet the requirements of the situation. This is evidenced by the repeated expressions of dissatisfaction to be found in the messages of the Governors for the next

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[16] *Senate Journal* 1840, 14. Governor's Message, 11/3/1840.

three years,[17] and similar expressions made by Governors in the following years. Various Governors undertook to urge upon the Legislature the necessity of improving the educational system of the state. Most important and far-reaching was the recommendation of Governor Jos. E. Brown, contained in his message of 1858, as reported in the Senate Journal:

> "Let the teachers be paid by the State, and let every white child have an equal right to attend and receive instruction in the public schools. Let it be a Common School, not a Poor School System."

These recommendations had been written into the Bill of 1858, when the Constitution of 1861 was adopted. During the following years, little could be done for education: Civil War required all the energies and wealth of the State. The Constitution of 1865 contained practically the same provisions as that of 1861; the Constitution of 1868 extended the franchise to all male citizens and provided for the establishment of a "thorough system of general education to be forever free to all children of the State, the expense of which shall be provided by taxation or otherwise."[18] It provided for the appointment of a State School Commissioner, and the creation of a School Fund, variously formed, including an annual tax. The last Constitution, that of 1877, contained more specific provisions concerning education than any preceding Constitution. The text of the Constitution follows:

> Article VI. Sec. I. §1. The powers of taxation over the whole State shall be exercised by the General Assembly for the following purposes only . . . for educational purposes, instructing children in the elementary branches of an English education only.
>
> Article VIII. Education. Sec. I. §1. There shall be a thorough system of common schools for the education of children in the elementary branches of an English education only, as nearly uniform as practicable, the expense of which shall be provided by taxation, or otherwise. The schools shall be free to all children of the State, but separate schools shall be provided for the white and colored races.

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17 *Senate Journals*, 1841, Nov. 2; 1842, Nov. 8; 1843, Nov. 7.
18 Constitution 1868, Article VI, Section I.

> Section IV. Authority may be granted to counties, upon recommendation of two grand juries, and to municipal corporations . . . to establish and maintain public schools . . .
> Section V. §1. Existing local school systems shall not be affected by this Constitution. Nothing contained in section first of this Article shall be construed to deprive schools in this State, not common schools, from participating in the educational fund of the State, as to all the pupils therein taught in the elementary branches of an English education.

The unfortunate provision in this Constitution was that limiting the use of public funds for education to the support of instruction "in the elementary branches of an English education." While this Constitution did not, fortunately, interfere with existing systems of education in municipalities which already had tax-supported high schools, it did retard the development of other local systems by making it impossible to employ for secondary schools, money raised by State and County taxation. For many years the State was unable to overcome this obstacle, and secondary education in public schools was impossible except in municipalities.

Dr. M. L. Brittain, State Commissioner of Education, 1910-1922, has made this comparison:[19]

> "'The beginning of education in Georgia was distinctly favorable. In the original Constitution of 1777, the following provision is made: Schools shall be erected in each county and supported at the general expense of the State as the Legislature shall hereafter point out. This, without limiting provisions, formed a much better basis for educational progress than the Constitutional Fathers gave to the State one hundred years later in the Convention of 1877.'"

II. Legislative Provisions Creating County Academies; The University and The Senatus Academicus

Since no provision covering general education was passed by the Colonial Assembly, it is evident that education was left to local or individual effort, or to that undertaken by the

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[19] *Christian Index,* Aug. 18, 1927 (Address at Mercer University, Aug. 17, 1927).

several agencies of Crown, Church, and Missionary Society. In laying out new towns, land was often set aside for the uses of court-house, jail, church and school. In 1761, land in Savannah was sold to secure money for a school-house, and the rents for stalls in the market were used for paying the salary of the schoolmaster. In 1780, efforts were made in Augusta to aid education by offering for sale the reserve lands in acre lots for the purpose of erecting an academy.[20] This was the only educational legislation of the Assembly and had only a local application.[21] Moreover, the Act was repealed in 1783.[22]

The idea of charitable or philanthropic education, from the first, took hold upon Georgia,—such had been the nature of settlement and colonization. The Trustees began their educational work without assistance from the parents of the children; special care was given to orphans, and children of parents too poor to educate their offspring. Local charitable societies, also, supported and educated orphans and poor children, as exemplified in Whitefield's Orphan House [23] and in the work of the Union Society in Savannah.

With the Act of July 31, 1783,[24] history of secondary education at State expense begins. This is entitled "An Act for laying out the reserve land in the town of Augusta into acre lots, and for erecting an academy or seminary of learning, etc." It repeals the Act of 1780, as specified above, and again vests title to the Augusta reserve in the State; it names local Commissioners, authorizing them to lay out the lots again, and resell them.

> Sec. IV. After reserving one of the lots for a church, and ten other principal lots for public uses, the money arising from the sale, after building said church, rests in the hands of the Commissioners for the purpose of erecting an academy or seminary of

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20 Marbury and Crawford *Digest*, 132.
21 Candler, *Colonial Records of Georgia*, Vol. XIX, Part 2, 133.
22 Watkins, *Digest of the Laws of Georgia*, #282, 283.
23 Candler, *Colonial Records*, IX; 259.
24 Cuthbert, *Digest*, #1.

learning as perpetual trustees for the use of said church and academy.

Sec. VII. The Commissioners are required to erect or purchase a building suitable for academy purposes; and to engage masters or professors.

Sec. IX. Commissioners for Washington, Wilkes County, are directed to repossess lots similarly sold, and to resell them; the money therefrom to be applied towards a *free school* in said county; to erect a proper building; and to erect a church. The remainder of the money is to be reserved as a fund for said school, and the Commissioners are empowered to start and operate the school.

Sec. XI. This provides for laying out a town in the County of Burke on reserve land, selling acre lots, and building the town of Waynesborough. The Commissioners are directed to sell not over 20% of the lots laid out; and to build the necessary public buildings.

Sec. XII. Grants for the academy of Burke County, land not to exceed 2000 acres.

Sec. XIII. For Washington, Wilkes County, the Governor is empowered to grant not over 1000 acres of land for the use and purpose of the school.

Sec. XIV. Authorizes the Governor to grant to any person or persons duly authorized by the respective counties, 1000 acres of land as in Washington, for erecting free schools.[25]

It cannot be shown that the makers of this Constitution had any definite idea as to how the Legislature should carry out the constitutional provision; the fact that they included *any* educational provision, however, and one covering the State through county units and at expense of the whole State (Section XIV), shows a decided advance in educational organization. Therefore this Act of July 1783, was important legislation: under its provisions, county academies began at once to be chartered, in addition to the three specifically mentioned, and the process continued for over half a century. The term "free school" as used in Section IX of the Act was never taken literally: schools established under its provisions, were, without exception,

[25] Watkins, *Digest* No. 483, 512. The Act of 12/14/1793, authorized the sale of certain common lands in Washington and use of money for the benefit of the *Academy*.

pay schools. The term academy or seminary of learning, usually employed, and used elsewhere in this same Act, characterized also the Washington "free school" and all other county schools established under the Act.

Before proceeding with the discussion of Academy legislation, it is desirable to present certain facts concerning the establishment of the State University, especially as the creation of this institution, having theoretical superintendence of the education of the entire State, directly concerns the system of secondary education as exemplified by the academy. The first legislation concerning a State College or University was passed on February 25, 1784;[26] this was in connection with the laying out of two new counties, Franklin and Washington, in territory to the westward. The Act provided for the setting apart of 40,000 acres of land in these counties "for the endowment of a College or Seminary of learning,"—20,000 acres in each county, and all to be surveyed and plotted in area of 5000 acres each. The act appointed by name seven "trustees for the said College" and empowered them "to do all such things as to them shall appear requisite and necessary to forward the establishment and progress of the same."[27]

There is every reason to accept this as the date of the founding of the University of Georgia, though the charter was granted the following year. It is also the first legislative action creating a State University. The New York Act creating the University of the State of New York, came May 1, 1784; this act refers to "schools and colleges," but the spirit of the act was to consider the University of the State as a union of Colleges.[28]

On January 27, 1785, was passed an act for the "more full and complete establishment of a public seat of learning in this State;" this is accepted generally as the date of the founding

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26 Watkins, *Digest*, #289.

27 Besides the Governor, these seven Trustees were John Houston, James Habersham, William Few, Joseph Clay, Abraham Baldwin, and Nathaniel Brownson.

28 §14 specifies the "government of the several Colleges which may or shall compose the said University." *89th Regents' Report*, 677. Quoted by W. H. Kilpatrick in *Origin of the Public School System in Georgia* [published in *Georgia Historical Quarterly*, Vol. V, No. 3, Sept. 1921].

of the University, as at this time the charter was granted and definite provisions were made for the organization and operation of the institution. Several features of the act are unique; these are given, as follows:[29]

> Sec. I. That the general superintendence and regulation of the literature of this State, and in particular of the public seat of learning, shall be committed and entrusted to one board, denominated "The Board of Visitors," hereby vested with all the powers of visitation, to see that the intent of this institution is carried into effect; and (13 persons named), who shall compose another board, denominated "The Board of Trustees." These two boards united, or a majority of each of them, shall compose the Senatus Academicus of the University of Georgia.
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> Sec. XIV. All public schools, instituted or to be supported by funds or public moneys, in this state, shall be considered as parts or members of the University, and shall be under the foregoing directions and regulations.

This Section XIV is, in effect, a repetition of the provisions in Section XIII, which requires the Senatus Academicus to hold stated annual meetings, at which times it shall "consult and advise not only upon the affairs of the University, but also to remedy the defects and advance the interests of literature through [out] the state in general."

The intent of this Act is evident: William Winterbotham, writing in England before the close of the century, thus interprets it:

> "It seems to have been the design of the legislature of this state, as far as possible, to unite their literary concerns, and provide for them in common, that the whole might feel the benefit, and no part be neglected or left prey to party rage, private prejudices and contentions, and consequent ignorance . . . The literature of this State . . . appears to be considered as one object, and in the same manner subject to common and general regulations for the good of the whole. The charter, containing the present system of education, was passed in the year 1785. A College, with ample and liberal endowments, is instituted in Louisville . . . There is

[29] Prince's *Digest*, 421 *ff*.

> also provision made for the institution of an Academy in each county of the State, to be supported from the same funds, and considered as parts and members of the same institution . . . Other public property, to the amount of £ 1000 in each county, has been set apart for the purposes of building and furnishing their respective academies.'' [30]

This was a correct interpretation of the law, though the location of the college at Louisville, while contemplated, was not effected; and the college was not yet started. There were other important powers given to the Senatus Academicus, however. This body was "to recommend what kind of schools and academies shall be instituted . . . . in the several parts of the State, and prescribe what branches of education shall be taught and inculcated in each. They shall also examine and recommend the instructors to be employed in them, or appoint persons for that purpose." It was further provided that "the president of the University . . . . shall visit these schools and examine into their order and performances." [31]

Such an agency for directing and unifying the educational efforts of the whole State should have been productive of much better results than actually came about. The powers of supervision and direction were retained until 1859, when the Senatus Academicus was abolished by act of the Legislature; [32] but actually the supervision was slight and the powers granted lost their force through disuse. In time, the main function of the Senatus Academicus came to be that of recommending legislation, rather than of exercising any genuine control over schools.

A possible explanation of the failure of the Senatus Academicus may be found in the following considerations. First: There were too few influential men interested in education to further the interests of the University and a general scheme of education at the expense of the State. The

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30 Winterbotham, W., *An Historical . . . . View of the United States,* 1795. Vol. III, 277.

31 Hotchkiss, *Statute Laws of Georgia,* 190.

32 Act 12/14/1859.

educational provision of the Constitution was in very general terms, and there was not sufficient public sentiment favoring the rapid expansion of any educational system. Academies were established to meet the needs of those who could pay for education; these academies were not sufficiently democratic to meet the general need, and "poor schools" were thought good enough for the children of the poor. The State was poor, and money difficult to secure for schools. Land endowments were not very productive at a time when land was cheap and plentiful, and money scarce.

Second: The Trustees of the University were jealous of the interests of their institution, and resisted any attempt to secure their funds for the assistance of the academies.[33] It was difficult to assemble the members of the body even for the stated meetings,[34] which were held at the Capital during the sessions of the General Assembly. It was difficult also for the Senatus Academicus to secure definite information concerning the situation throughout the state, despite the fact that the Senators were supposed to present detailed reports concerning the schools—Academies and Poor Schools—in their respective districts.[35]

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[33] *MS. Minutes Senatus Academicus*, 55. Nov. 14, 1804. A request for financial assistance of the academy of Greene County was denied.

[34] *Ibid.*, 1/8, 9, 10/1799; 7/2, 3/1799.

[35] Various acts of the Legislature made this requirement both of the Trustees and of the Senators. For example: (a) Act of 1792, Sec. V. §20, required the Trustees of the Academy and Poor School Funds to send in two reports, giving names, ages and sexes of poor children and scholars, one to Senator, one to Senatus Academicus. (Marbury & Crawford *Digest*, 99.) (b) Prince, *op. cit.*, Vol. IV, 49. Act 12/22/1828. 37 Sec. VI. "The Trustees of the several academies and the Trustees of the Poor School Fund in each county . . . . shall annually . . . . transmit to the senator-elect . . . . 2 accounts each of their . . . . receipts and expenditures of that year, together with a list of the names, ages and sexes of the poor children and scholars respectively educated in the county and at their academy . . . . One copy each . . . . shall be deposited by the Senator in the Executive Department and one copy shall be laid before the Senatus Academicus." (c) *MS. Minutes Trustees of University of Georgia*, July 29, 1814. "The Secretary of the Board was ordered to write a circular letter to each Senator in the state requesting him to make a return of his county to the next meeting of the Senatus Academicus."

The third reason may be found in the attitude of the Trustees of Academies and Poor Schools. There was nothing to be secured by them from the Senatus Academicus but advice and direction; charters and land grants could be secured from the Governor and the Legislature; likewise a sum of money with which to start the school.[36] After the creation of the Literary Fund, in 1820, and the Academic Fund in 1821, there was still less reason for accepting advice when no financial assistance could be expected. The Academy Trustees were incorporated, independent bodies, generally self-perpetuating,[37] interested in their individual schools, and not welcoming outside interference. When the annual academic appropriation to County Academies ceased in 1837,[38] Academic and Poor School Funds were consolidated into a Common School Fund, and all ties were severed.

In June 1833, the new "Teachers' Society and Board of Education of the State of Georgia," met in Athens, for what appears to have been their third summer meeting; at a previous meeting, a committee had been appointed to report on "Trustees of Academies." An excerpt from that report as delivered, is interesting in this connection:

> "Many of these little bodies politic when assembled in weighty consultation, assume the infallibility of the pope . . . Gentlemen are gentlemen all the world over, and among these small corporations there are gentlemen; but generally they are in the minority on questions of liberal salaries, literature and science . . .
>
> "We mean to propose . . . an entire abolition of the trustee system, and in its stead suggest that the Rectors of incorporated academies, as they are a part and subject to the jurisdiction of the University, be appointed by the Governor by and with the advice and consent of the Senatus Academicus from among candidates bearing the certificates of this body or its Censors."[39]

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36 Hotchkiss: *Statute Laws of Georgia.* Act 12/21/1792, Sec. I, §2, allowing £ 1000 confiscated property.

37 Prince, *op. cit.*, 122; Act 12/18/1816.

38 Hotchkiss, *op. cit.*, 181, cites pamphlet, 94, Act Dec. 26, 1837, Sec. VII., §26.

39 *Minutes of the Proceedings of the Teachers' Society. Pamphlet.* Reports first meeting 1831, the Milledgeville meeting 1832, and the meeting at Athens, June '33. C. P. Beman was President of this society.

Such a change, radical though it was, might have been beneficial; but it was never seriously considered, so far as evidence in the case goes. Kilpatrick says: "Indeed, I have not found a single certain instance of definite control over any subordinate school."[40] Therefore, while the Act of 1785,[41] embodies the theory of one inclusive State-supported and State-controlled system, this theory was not put into practice.

The conclusion of the Revolution found in Georgia a group of New England men who had migrated from their native states, in which they had received their education. A number had attended Middlebury College and several had been educated at Yale.[42] The graduates of Middlebury College exerted a powerful influence upon Georgia education. The most prominent of these were Salem Town, Nathan Sidney Smith Beman, and his brother Charles Pollock Beman; and Alonzo Church, who for over forty years was connected with the University of Georgia as Professor and President. Adiel Sherwood spent three years at Middlebury.[43] Among the Yale group was Dr. Lyman Hall, who was graduated in 1747, receiving the degree of M. A. in 1749.[44] He came to Georgia in 1754, and took up residence at Midway, where he practiced medicine. He was an ardent patriot, and as a member of the Continental Congress was a signer of the Declaration of Independence; his property was confiscated when the British overran Midway, and he remained away from Georgia until Savannah was evacuated. In 1783 he became Governor of the State; in his message to the General Assembly, July 8, 1783, was the following:[45]

> "Every encouragement ought to be given to introduce religion and learned clergy to perform divine worship in honor of God and to cultivate the principles of religion and virtue among our citizens. For this purpose it will be your wisdom to lay an early foundation

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40 Kilpatrick, W. H., *Beginnings of the Public School System in Georgia* [in *Georgia Historical Quarterly*, Sept. 1921, Vol. V, No. 3, 16].
41 Cuthbert, *op. cit.*, Jan. 27, 1785, Sec. 219.
42 Catalogue of officers and graduates of Yale University, 1701-1898.
43 General Catalogue Middlebury College, 1800-1899.
44 Yale Catalogue.
45 Act passed July 31, 1783, Cuthbert *Digest*, 1.

> for endowing seminaries of learning; nor can you, I conceive, lay better than by a grant of land which may, as in other governments, hereafter, by lease or otherwise, raise a sufficient revenue to support such valuable institutions.''

The Academy Act followed soon after this message.[46] The act setting aside land for the University came the next year;[47] and the charter act in 1785. While there is a close connection between Governor Hall's message and the legislation creating the University, the influence of Hall upon the latter is not evident. The Hon. N. J. Hammond, a sincere friend to education a hundred years later, spoke of Lyman Hall as ''Signer of the Declaration of Independence and author of the University Charter.''[48] This claim is not substantiated by the facts, which point rather to another Yale graduate, Abraham Baldwin, as the man chiefly responsible for the charter.[49] Baldwin was a member of the General Assembly at the time the charter was granted; he was one of the trustees of the College, as well as one of the trustees of Richmond Academy.[50] He was also President of the University until the election of Josiah Meigs.

There can be no doubt that Ezra Stiles, President of Yale College, exerted considerable outside influence upon the educational affairs of Georgia. He and Lyman Hall were in College together;[51] and had been in correspondence after the removal of Dr. Hall to Georgia. He was especially close to Abraham Baldwin, who had been a tutor at Yale,[52] and Chaplain in the Revolutionary Army; and who declined an invitation to become Professor and College Preacher at Yale College. Stiles' Diary contains the history of Baldwin's career up to this time and

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46 Watkins, *op. cit.*, #282, 283.

47 *Ibid.*, Act #289, Feb. 27, 1784. 290.

48 Hammond, N. J., *Chiefly Speeches on the History of the University*, 1889-1893. Atlanta. *Pamphlet.*

49 Ezra Stiles' *Diary*, iii-118, 4/12/1784.

50 *MS. Minutes of Board of Commissioners for town of Augusta*, Dec. 11, '88; he was vested with authority to secure a new tutor. *MS. Minutes Board of Trustees, University of Georgia*, June 16, 1801.

51 Yale Catalogue, 1701-1898. Stiles graduated in 1746, and continued his connection with the College, becoming President June 23, 1778. *Cf.* Ezra Stiles' Diary, ii, 274.

52 Annals of Yale College, 1778-79, 4th series, 89; *Ibid.*, 1780, 175.

frequent mention of him for some years to come. From these records it seems apparent that Stiles, Hall, and Baldwin through correspondence and personal conversation were responsible for the beginnings of educational legislation in Georgia; it is not improbable that Baldwin came to the new state in order to take part in these affairs.

It appears that Baldwin debated for some months the matter of accepting a Yale Professorship; Stiles was unable to explain his hesitancy, but thought it was due chiefly to the influence of Timothy Dwight, and the fact that there was considerable uncertainty about the future policy and control of Yale College. At all events, Baldwin did decline. On April 26, 1783, he took the Attorney's oath at Fairfield Court;[53] and six months later Stiles gave him "letters testimonial and recommendatory" on his departure for his "journeying southward, Maryland, Virginia, and Carolina."[54] Thus when Baldwin reached Georgia, he had for fifteen years been in close touch with Yale College as student and instructor; he had become familiar both with the curriculum of that College, its internal workings, and government by the Corporation. That he intended at some time to continue his work in education, Stiles testifies: "I believe he is also influenced (in declining the offer of Yale) by the prospect of being called . . . . into a Literary Institution hereafter. He did not chuse to trust himself with our Corporation."[55] He lost no time in making such a connection: the month following his petition to be permitted to practice law in Georgia, he was appointed by the Act of 1784 one of the trustees of University lands.

That President Stiles continued his interest in Baldwin and in the progress of education in Georgia is indicated by frequent notes in his diary; among these notes are the following: "A letter from Savanna in Georgia 1 March: Assembly there recently granted fourty thousand acres of Land for an University to be erected in Georgia, vested in seven Trustees—

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53 Stiles' *Diary*, iii, 70. April 26, 1783.
54 *Ibid.*, iii, 94. Sept. 15, 1783.
55 *Ibid.*, iii, 8 & 9. Feb. 16, 1782.

no Charter yet. Mr. Abraham Baldwin of Yale College one of the Committee to lay out these lands—Sent to me for the Plan of the College Charter, or to draught a Charter & Constitution.''[56] There is no recorded reply. When Baldwin visited Stiles six months after the charter was granted (January 27, 1785), President Stiles calls him ''the Hon. Abm. Baldwin, Esq. of Georgia & late Tutor of Yale Coll. . . . . Member of Congress for Georgia;'' and says, ''He informs me the Constitution of their College lately founded by the name of the Univ. of Georgia to comprehend the whole of the *Res Literaria* in that State. By the Constitution of the State there is to be an Academy in each County. The Coll. Trustees have the Appointment of the Praeceptors to each of these Academies. A Trustee is to associate with him several persons as curators of an Academy and he with these is to rule and order the Academy. Thus the Coll. Trustees have the control of all the Academies, which are to be so many Grammar Schools, to fit youth for the University.''[57] In 1787, Baldwin, visiting Stiles again, discussed with him the progress of the University. ''In May 1785 he was elected President of the University of Georgia, then *aet.* 31. Two academies are already established in that State subject to the Trustees of the University . . . . In the two academies about 15 youths are already advanced in Latin & Greek to read Virgil, Horace & Homer & Atkinson's Navigation, & are already fit to be admitted into College. But the classes are not yet formed in the College, but will soon be, & will be formed very much upon the N. England mode of College Education.''

Fifteen years elapsed before the College was opened in Athens; and the number of Academies increased to 18 in 1794, and 20 in 1800.[58] This system of academies had a larger task than that of preparing boys for College: for the want of any other system to do so, they were obliged to answer the larger need for education, to start at the beginnings, taking in children of both sexes and all ages. In this task, the only assistance

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56 *Ibid.*, iii, 118. April 12, 1784.
57 *Ibid.*, iii, 296. Dec. 24, 1787.
58 *Minutes Senatus Academicus*, 11/25/1800, 12. Only 8 reported.

available was that afforded by private schools and family tutors. From very necessity, therefore, the academies never became "so many Grammar Schools" as Stiles had visioned them, but more democratic institutions serving a more general need.

When the time came for the election of a president for the College in Georgia, Baldwin was the only trustee remaining of the original appointees; he was prepared to go forward and at the meeting of the Senatus Academicus, the 24th of November, 1800, he moved for the selection of a site for the College, the election of Josiah Meigs (Yale 1788) as the first Professor of the University, and presented a complete curriculum of studies for the College. The Board of Trustees, meeting on the four following days, confirmed the appointment of Josiah Meigs; approved the design of the Senatus Academicus to proceed with the erection of a wing of a building for the University, in Greene County; and approved the plan of education for a course of six years, as recommended, the course being definitely given for each year.[59]

Governor Jackson in a letter to Prof. Meigs, December 9, 1800, indicated to him the scope of his work and the source of his nomination:

> "The great object wished is that when here until some permanent establishment is fitted for your reception and the classes under you, that you should examine into the mode of tuition and progress of the different academies of the State at your leisure and point out such alterations in their mode as you may deem advisable for the welfare of literature. The amiable and qualified character given you by Messrs. Baldwin and Clark has rendered it, and still renders it, the sincere wish of every member of the Senatus Academicus to see you at the head of the institution and to commit the youth of Georgia to your instruction." [60]

Professor Meigs, having accepted the election, arrived in Georgia in 1801. On June 16th, he was elected President, succeeding Baldwin, who had resigned. The Trustees then

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[59] *Ibid.*, 12/27/1800, 16.
[60] Quoted by J. S. Stewart, in *Home and School*, May 1911.

adopted a carefully outlined plan of study covering four years, together with a list of text books to be used.[61]

Examination of the courses of study prescribed for the College shows the character of the education determined upon to have been the typical classical education of the period. In the Freshman Class, Latin and Greek take first place; the only other subjects are Arithmetic and Bookkeeping, with frequent Essays in Elocution. Languages are continued in the Sophomore Class, together with branches of higher Mathematics, Geography and English Grammar. The Sciences and Philosophy are given first in the Junior Class; Latin and Greek are continued but take secondary place; History is introduced; and Public Speaking becomes an important exercise. There are no languages in the Senior year: instead, emphasis is placed upon Rhetoric and Moral Philosophy, and History and the beginnings of Economics prepare the student for a life in which forensic disputations and composition are expected to be important.

The work of the first two years in the College set up standards for accomplishment for the preparatory schools—that is, the Academies and private schools. It will be found that both Academy and private-adventure masters frequently attempted to guarantee that boys preparing in their schools could enter advanced classes in the College.[62] The definite listing of the subjects and texts by the College, therefore, left the lower schools in no doubt concerning what subjects they should teach and how much ground should be covered in their schools. The Board of Trustees in 1801 adopted and published the Course of Study for four years. The work of two years is here given.

"Course of Study."

"*Freshman Class.* Virgil, Cicero's Orations, Greek Testament, Clarke's introduction to making Latin, Arithmetic & Bookkeeping interspersed with frequent Essays in Elocution, both before their respective classes in the presence of their Tutor, & before the Univ. collected.

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61 *MS. Minutes Board of Trustees, University of Georgia,* 6/16/1801.
62 See App. I., Classified ads.

Sophomore Class. Continuation of Languages, with 2 or 3 of the first books of Homer's Iliad, Horace, Algebra, Geom., Mensuration of superfices & solids, Conic Sections, Plane & Spherical Trigonometry . . . . Geography . . . . Frequent essays in composition & public speaking, and reading should be considered as particularly useful during the year. English Grammar."

As a further guide, the Board listed the books to be studied in the courses outlined for the College; those specified for Freshman and Sophomore Classes are given here.

"BOOKS"

"*Freshman Class.* Ruddiman's Latin Grammar; Westminster Greek Gram.; Ainsworth's Latin Dict'y; Schrevolius's Greek Lexicon; Virgil Delphini; Cicero Delphini; Clarke's Introduction to Making Latin; Pike's Arithmetic.

Sophomore Class. Homer's Iliad; Ward's Mathematics; Hammond's Algebra; Horatius Delphini; Bonnycastle's Mensuration; Simpson's Conic Sections; Atkinson's Navigation; Gibson's Surveying; Morse's Geogr.; Eng. Gram. by Dr. Lowth."

The first meeting of the University Trustees was held in Augusta, February 13, 1786. Among the first acts of the body was that of appointing agents to lay out a new town called Greensborough in the lands granted to the University in Greene County, and directing them to set aside eight lots in the town for a "Church, Academy, Court House and Jail."[63] The first meeting of the Senatus Academicus was held in Louisville, January 15, 1799. At the third meeting, November 24, 1800, reports were received from the following county academies: Wilkes, Chatham, Burke, Warren, Richmond, Columbia, Oglethorpe, Liberty.[64] In order to encourage scholarship in the Academies, the Trustees, on June 18, 1801, agreed to appropriate $50.00 annually for premiums to the academy students.[65] Assembling at the same time, the Senate of the University

[63] MS. *Minutes Board of Trustees,* 2/17/1786, 19.
[64] MS. *Minutes Senatus Academicus,* 11/25/1800, 12.
[65] *Trustees' Minutes,* 37.

(Senatus Academicus) resolved "that the President of the University be requested to visit the different academies in the State, as soon as he can do it conveniently; and to admit as members of the University such Youth as on examination, shall appear to be qualified, directing the course of their studies under the Rectors of the respective academies, until proper buildings shall be erected for their accommodation at the seat of the University."[66]

President Meigs had been trying to start Franklin College, as the first unit of the University was called; the Board of Trustees approved his efforts and requested him "to continue his attention to students in their Rudiments at Athens, until a sufficient number . . . . shall attend to justify an appointment of a teacher."[67]

The Trustees met November 12, 1803, and received a report from Pres. Meigs; in this report he said:

> "I regret that so little attention has been paid to the support and encouragement of the different County Academies. This situation demands attention. On very many counts it is to be wished that they may be furnished with teachers able to qualify the youth of the State (by teaching particularly the learned languages) for admission into the Collegiate family at Athens.
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> "Permit me to suggest whether a union of the funds and resources of two, three or more counties, might not produce a respectable academy in such united District."[68]

This was an admirable suggestion, but one that was not adopted; a hundred years later, the High Schools of the State might have combined in the same fashion to their great advantage.

Since the academies were not supplying the students, the College Trustees took steps to establish a Grammar School in connection with the College for the purpose of "qualifying youths for admission into the University, and for furnishing

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66 *Minutes Senatus Academicus,* 6/17/1801, 26.
67 *Trustees' Minutes,* 11/13/1801.
68 *Ibid.,* 11/12/1803, 70.

means of acquiring a good English education.'' The Prudential Committee was authorized to ''erect a frame building one story high with two brick chimneys and underpinned with brick and stone, for the purpose of accommodating the grammar school.'' [69] They fixed the tuition rates as fifteen dollars per annum ''in the grammar school, and in the English school ten dollars per annum.''

This school ran for a number of years with varying fortunes. President Moses Waddel, coming in 1819, was interested in it, and his relative, M. W. Dobbins, was master for a time. In 1819, the Senatus Academicus asked of the General Assembly money to build a ''Grammar School edifice'' at Athens.[70] About this time, students at the Grammar School were admitted without tuition charges; the students were doing well when admitted to the University, and it was now possible to raise the entrance requirements in the College.

Reports from various academies are mentioned from time to time, but there was no real compliance with the law; in 1818, the Senatus Academicus was moved to urge more stringent regulations requiring Senators to submit reports; they said the clause in the charter had by long disuse become almost obsolete.[71] On November 10, 1823,[72] were recorded reports from academies of 53 out of 57 counties: Crawford, Newton, Early, and Monroe Counties having ''neither academies nor funds.'' The condition of the schools was so unsatisfactory in 1827, that the Senatus Academicus asked the General Assembly to increase their powers to cover the direction of study of the academies; at the same time they requested the faculty of Franklin College to prepare a course of study for the academies; [73] accordingly the following course was recommended by the Faculty of Franklin College as preparatory to admission to the College.[74]

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[69] *Ibid.*, 5/30/1804. The Grammar School building was constructed by Nov. 1804, at a cost of $1043.00.
[70] *Minutes Senatus Academicus*, Nov. 9; 141.
[71] *Ibid.*, 11/18/1818, 135.
[72] *Ibid.*, 11/10/1823, 154.
[73] *Ibid.*, 11/14/1827, 192-4.
[74] *Ibid.*, 11/10/1828, 197-198.

"Murray's English Grammar.
Arithmetic to the end of Cube Root.
Ruddiman's Rudiments; Corderius, 50 colloquies at least.
Erasmus, at least one half.
Cornelius Nepos, to Atticus.
Caesar's Commentaries, 6 books.
Cicero's Orations, 9 to be read.
Virgil, the Georgics, Bucolics, & 6 books of Aeneid.
Mair's or Clarke's introduction to making Latin.
Wettonhall's Greek Grammar.
Greek Testament, at least through John & the Acts.
Graeca Minora, to the end of the Dialogues.

"The above are necessary for the Freshman Class. In addition, the following for the Sophomore Class, viz:
"Xenophon, 4 books.
The Whole of Horace.
Homer, one book.
Algebra, through Simple Equations.
Geography—thoroughly—a knowledge of maps essential."

The Senatus Academicus recommended that the courses thus outlined be studied in the County Academies, be adopted by the Board, and published in several public papers of Milledgeville.

That schools had improved in the following years is indicated by the fact that in 1835, the Trustees passed a resolution to the effect that "no person shall hereafter be admitted into the Freshman class under the age of 16 years, and that a proportionate increase of age be required for admission into each of the higher classes."[75] President Alonzo Church in his report to the Trustees, July 30, 1855, urged raising the entrance requirements, even at the certain expense of cutting the number of students. He would make to the requirements for Freshman admission the following additions: Davies' Bourdon's Algebra through equations of the first degree; Davies' Legendre's Geometry, through the second book; Sallust's Iugurthine War;

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[75] *Trustees' Minutes*, 8/31/1835.

Xenophon's Anabasis, Four Books. Further increases were advocated for admission in October, 1857.

The facts cited above with reference to the part played by the University in encouraging secondary education, indicate that the University certainly attempted to be of service. It should be noted, however, that these efforts were directed chiefly toward effecting a correlation between the upper classes of the Academy and the Freshman class of the College, chiefly for the benefit of the latter.

III. Acts of Assembly Concerning Academies and Poor Schools

The Act of July 31, 1783, marking the beginning of educational legislation, created academies in Richmond, Wilkes and Burke Counties, giving them a landed endowment; and opened the way for the erection of other academies by an offer of 1000 acres of land to any person or persons duly authorized to receive and administer it. Other counties were ready to take advantage of this legislation, and grants of land were made upon application. These facts will be recorded elsewhere; the concern here is with general provisions, affecting the whole state, rather than particular acts affecting one or two counties. The first acts of legislation were by way of carrying out the provisions of the first Constitution, the Acts of 1784 and 1785 [76] establishing endowed schools in each county, and placing a University at the head of the educational system.

In 1786,[77] each county was empowered to sell confiscated property in the County to the extent of £ 1000, and to use the proceeds for the purpose of erecting an Academy. This act was amplified by the Act of 1792,[78] and that of 1810;[79] by these acts new counties, and counties not having received the benefits of this legislation, were permitted to purchase at any auction sale of confiscated property, to the amount of £ 1000

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[76] Cuthbert, *Digest:* Act 2/25/1784, #218; *Ibid.*, Act 1/27/1785, #219.
[77] Watkins, *Digest*, #399, Act 2/14/86.
[78] Prince, *Digest*, 137, records act passed 12/21/1819, Sec. III, of which gives a further amplification of the Act of 1792.
[79] *Ibid.*, 429.

for each county. The intent of these laws was to limit the amount thus given to £1000 for each county. If the sum received from the sale of the seized confiscated property should exceed that amount, the balance was to be divided among other counties that had not received their full amount. In 1820, funds from confiscated, forfeited or escheated property were ordered distributed among the County Academies "in such proportions as appears to be still due as contemplated by the Act of 1792."[80]

Another act of general application was that passed December 18, 1820;[81] this act exempted from taxation all real estate belonging to the different academies of this State and all academies to be later established. The provisions of this act were intended to encourage the Academy Trustees in their attempts to secure suitable establishments for their institutions. Not only was this encouragement necessary, but it was necessary also that the State take some action to safeguard the funds of the academies. Accordingly in 1824,[82] an act was passed to compel persons holding the academy funds to pay interest in certain cases; requiring payment at the rate of 20% between the time of collecting the money and turning it over to the Trustees. A further resolution in 1830 attempted to protect the academies from unnecessary expenditures: this resolution refused to approve charges in the accounts of Academy Trustees for compensation of agents for conveying the money from the Treasury to the Trustees. The Trustees were directed to find a means of conveying the money without cost.[83]

Perhaps the details of creating a specific Academy will be illuminating; the following is typical of Academy Acts. In February, 1796,[84] an Act was passed by the Legislature for erecting and establishing an Academy in the town of Louisville; the act appoints five Commissioners for the Academy, and authorizes the Commissioners of Louisville "to lay out 40 acres

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80 Prince, *op. cit.*, Act 12/21/1820, 18 *f.*
81 *Ibid.*, 12/18/1820, 18.
82 *Ibid., Senate Resolutions* Vol. IV, 22.
83 *Ibid.*, #62, 12/23/1830. *Pamphlet* 257.
84 Watkins, *Digest*, #572. 2/22/1796.

of the land reserved for the said academy and belonging to the said town of Louisville . . . . into 4-acre lots, and also 1 acre lot for erecting the said academy on;'' and deliver a plan to the Academy Commissioners who are to sell the 4-acre lots. The latter are likewise authorized to sell £1000 of confiscated property, and apply the proceeds to the use of the Academy; they are authorized and directed to open the school, and required to make an annual report to the Governor. Thus this Academy was founded, endowed, and started on its way.

In as much as legislation affecting the education of orphans and poor children often occurs simultaneously with that affecting academies, and the provisions of the various acts sometimes apply to both, it has seemed desirable to present here a discussion of poor school legislation; especially as in these acts lie the beginnings of Public School education. The necessity for this treatment will become apparent when the time comes to discuss the several school Funds.

In 1792, the Inferior Courts were empowered to bind out orphans, and also to levy a tax for the relief of the poor; nothing was then said about the education of these children.[85] In 1799, an Act[86] was passed in which provision was made that guardians ''take due care for the education and maintenance of such orphan according to his circumstances;'' and ''if the annual profits of the estate of any orphan is not sufficient for the education and maintenance of such orphan, the court shall bind out said orphan . . . . and the person to whom he shall be bound . . . . shall cause such orphan to be taught to read and write the English language, and the usual rules of Arithmetic.''

Not until 1817 was any general provision made for the education of the poor. In that year, an act[87] was passed creating and establishing a fund for the support of Free Schools, appropriating therefor the ''sum of $250,000.00 to be . . . . set apart and appropriated for the future establishment and

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85 Prince, *Digest; Senate Journal*, 1840, 14.
86 *Ibid.*, 160-1.
87 *Ibid.*, 12/18/1817, 430.

support of the Free Schools throughout this State." This sum was to be invested by the Governor in bank or other profitable stocks, and the income only used for the schools. But no plan was made for the establishment of the schools thus provided for. The Land Lottery Act of 1818,[88] making provision for disposing of certain lands secured from the Indians, also provided that "lots 10 and 100 shall be reserved and set apart, in each surveyor's district, for the education of poor children;" and [89] that the proceeds of the sale of fractions should be set aside as a permanent fund for that purpose. In a few years it became evident that some more definite provision must be made for the education of poor children: provision was made by the Act of December 21, 1821,[90] which created a permanent fund of $500,000.00, one-half of which was to be added to the funds already set apart for the encouragement and support of free schools.

An Act passed December 23, 1822,[91] was the first inclusive, enabling act concerning Free Schools. By this, the Governor was directed to distribute $12,000.00 income from the fund invested, among the different counties in proportion to the number of poor children returned. A year later an amendment to this section of the Act appropriated $20,000.00 instead of $12,000.00 for annual distribution.[92] The Act did not create schools: Section IV provides that the poor children "go to school at such schools as may be convenient in their respective neighborhoods; and the teacher shall present his account . . . . Provided that no child be sent to school and paid for out of said fund, when such child has been taught reading, writing, and the usual rules of arithmetic." Section VI provides that "No child shall be sent to school under the age of eight years, or exceeding eighteen years; and no child shall be sent to school at public expense more than three years."

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88 Cuthbert, *Digest*, Act 12/15/1818. Sec. XXII, 1; Prince, *op. cit.*, 305.
89 Cuthbert, *op. cit.*, Sec. XXIII., §5.
90 *Ibid.*, #4.
91 *Ibid.*, #36, 12/23/1822; Dawson's *Digest*, Act #20, 11.
92 Prince, *Digest*, 14.

The result of this provision for support by the state distribution of funds was soon apparent. The Legislative Committee on Public Education and Free Schools, in 1826,[93] stated that the apportionments of the poor school fund had "been eagerly sought after;" and recommended an investigation of conditions and the making of a plan better suited to the condition of this fund and the dependent population of the State. The result was that within a few years, a good many of the poorer counties had their academic appropriations converted to the use of the poor schools.

Again in 1829, the same committee reported that "the present free school system . . . . is miserably defective . . . . the fund is inadequate . . . . though Georgia is possessed of ample means to consummate the most sanguine wishes of the philanthropist in regard to universal education."[94] On April 8, 1830, Governor Gilmer wrote to four prominent citizens asking their suggestions regarding an educational system for the State.[95] The Governor questioned the possible effectiveness of the Poor School System, showing that the amount of money available would provide less than $5.00 for each of the 400 schools in existence. One of these letters was sent to Dr. John Wingfield of Madison, who replied on June 25, 1830. In his reply Wingfield favored the discontinuance of the Poor School System and the formation of a "Comprehensive and enlarged system of public education." He proposed setting apart the Poor School Fund as a basis of the general system, which should offer equal opportunities for free education to all.[96] As a result of this investigation, the Governor was authorized to appoint a committee of suitable persons to recommend a system of Academic and Free School instruction as nearly uniform as practicable throughout the state.[97] Subsequent legislation resulted from the careful surveys made by such committees.

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[93] *Ibid., Senate Resolutions* Vol. IV, 79; also *Georgia Laws* 1826, 194.
[94] *Ibid.,* 138.
[95] *MS. Governor's Letter Book,* 1829-31, 108.
[96] *MS. Original Letter.*
[97] Prince, *op. cit.,* 12/23/1836, 26.

The Act of 1836[98] was a decided advance in educational legislation. It provided that one-third of Georgia's share of the Federal Surplus Revenue distribution should be set apart as a permanent Free School Fund, the interest only to be used for the establishment and maintenance of such plan or system of Free Schools and Education as may be determined. It further authorized the appointment of a Committee to bring in a plan of common school education "best adapted to the genius, habits of life and thoughts, of the people of Georgia." When the report of this committee was enacted into the Legislation of 1837,[99] the Academic Fund was abolished, and together with the Poor School Fund made into a Common School Fund: the Free Schools certainly were helped, but the Academies were left without support from state moneys. By the Act last mentioned, the income was distributed among the Counties according to population; and within the Counties, among the districts in proportion to the number of white children between the ages of 5 and 15 years.

The report of the Committee above mentioned gives a very clear statement of the case against the academies. At the same time, it lays down the basis for the proposed educational legislation. The importance of this report and the consequent legislation justifies the inclusion of a portion of that report here; as follows:

> "The funds annually appropriated to academies, amounting to about 20,000 dollars, your committee believes to be nearly useless, and poorly calculated to establish or sustain such institutions as were contemplated by the endowment, not keeping in repair the dilapidated academic buildings in the several Counties, and affording little (if any) aid to the cause of education. The operation of the system is unequal and unjust, affording partial advantages to the Community, all of whom are equally entitled to a participation and giving generally the greatest advantages to those who need them least. It is a flagrant injustice to the community, and particularly to the poorer portion of it, that one Academy at the Court-house

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98 *Ibid.*, 26, 12/23/1836.
99 *Senate Journal*, 1837, 48; Act assented to 12/26/1837.

of a County, or in a wealthy neighborhood, should receive the larger portion of the fund that should be devoted to Common education. By reference to the last academic returns, it will be seen that of 83,000 children of the State, of the ages from 5 to 15, only about 7,500, or less than one-tenth, are educated in these academies; and of these not more than one-fortieth pursue the studies originally intended to be taught in these institutions, and yet they receive one-half of the State funds for education. In none of the States, except New York and Georgia, is there a State fund appropriated for academic education; and while New York appropriates more than $100,000 for Common Schools, she bestows only $12,000 on academies.

"While your Committee most cordially approve the effort to establish and sustain in each county in the State respectable Classical academies, they do not believe that it should be done at the expense of the State, so long as her funds are needed for the education of the great mass of the Community and it may be questioned if our best Academies are not those originated and sustained alone by the individual exertions of well qualified and judicious teachers.

"The great object of the State should be to appropriate a portion of her funds to the elementary education of the *whole Community;* and she is bound by every principle of justice to appropriate to the support of Common Schools, the Academic Fund.—Your Committee cannot, therefore, doubt the propriety of merging the Poor School Fund into a fund for the support of Common Schools." . . .[100]

Public sentiment seems not to have kept up with legislation; for in 1840,[101] the Common School Fund became a Poor School Fund, and children between 6 and 15 years were entitled to participate in it. It was, however, a free school system, though the stigma of charity attached to it; the Justices of the Inferior Courts were authorized[102] to "levy and collect an extra tax .... sufficient together with .... funds .... from other sources, to educate the poor children of their respective districts." By that time, the counties were taking more interest in their own system of free schools.

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100 *Southern Recorder*, 2/27/1838.
101 Cobb, *Digest*, Act Dec. 10, 1840.
102 *Ibid.*, 5, Act 12/27/1843, §1.

In 1858, a more significant and helpful act was passed,[103] some of the important provisions of which were the following: $100,000.00 of the annual rentals of the State-owned W. & A. R. R. was appropriated for education; this sum was added to the income from the School Fund, and the total income divided among the counties in proportion to all the white children between the ages of 8 and 18 years; it was to be expended for instruction in the elementary branches of education. These were declared to be Spelling, Reading, Writing, and Arithmetic; if desired, English Grammar and Geography.[104] There resulted a State system of Common Schools supported from public moneys and local taxes (in the case of municipalities), and a small county tax; the expense of additional instruction was borne by the money raised by this local tax, and by tuition charges.

Governor Brown made a careful examination of the educational statistics compiled from the returns of 102 counties in 1859.[105] He reported that there were 107,825 white children in the State between the ages of 8 and 18 years; of these 67,155 children between 8 and 10 years were being instructed in the Common Schools in the elementary branches of education; 15,645 children were taught in the higher branches. The average tuition in the Higher Branches was $26.00. Contrast this tuition charge of $26.00 for education in the Higher Branches with the amounts per capita paid by the State in 1837.[106] In that year the aggregate number of children educated in County Academies was 7,439; the cost to the State was $19,801.73, or $2.66 per pupil. 3,808 pupils participated in the benefits of the Poor School Fund, for which $17,961.66 was appropriated, or $4.75 per pupil.

Only 84 of the 102 reporting counties in 1859 had levied and collected a school tax, yet from these taxes, assessed on a basis varying with each county from 50% to 5% of the State Tax, the sum of $64,997.00 was raised. The Governor urged a County

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103 *H. Cobb's Compiled Statutes,* 457, Act 12/11/1858.

104 Amendment, 12/21/1859, Par. 3.

105 There were 132 counties in 1859. *Georgia Official Register,* 1929, 309-317.

106 Appropriation figures, *Acts* 1837, *App.* 35.

Tax of about 25% of the State Tax for schools, which should yield $100,000.00 additional making in all $300,000.00 available for schools. Continuing, the report said: "This $300,000.00 annually would be equivalent to 6% upon a school fund of $5,000,000.00, a fund of which any state might be proud. Even this, however, would be only three-fourths of the annual net incomes to the Treasury from the State Road. Probably no state in the Union is now in a condition to do so much for education, with so little of the burdens of taxation to her people. The incomes from her public property, if wisely expended, will enable her to build up a magnificent school fund, while her people pay a smaller tax than the people of any other state in the Union."

IV. Financial Summary

The first step toward providing a means for annual assistance to the Academies was the creation of a "Literary Fund" in 1820,[107] composed of all the confiscated property, escheats, and reversions. This Act was followed by another [108] creating the School Fund, which consisted of $500,000.00 invested in bank stocks; the dividends from these stocks were to be equally divided between Academies and Free Schools. The Academic Fund, now made up of the assets of Literary Fund and School Fund, yielded annually from $17,000.00 to $23,000.00, until 1837; at which time the Fund was again consolidated with the Poor School Fund to make the Common School Fund, and the Academies ceased to share in any distribution of State moneys. Records show, however, that certain counties that had not received their shares prior to 1837, did receive them up to 1843. The last item of such transactions to appear on the Voucher book is of December 14, 1843, and is a record of $548.00 paid to Glynn County Academic Fund due that county.[109]

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[107] Prince, *Digest*, 19.
[108] *Ibid.*, 19-20, Dec. 21, 1821.
[109] *MS. Ledger, Individual County Academy Accounts*, 1794-1843, *Georgia Archives.*

The income from the Academic Fund in 1823, was $16,295.00. As of this date, twenty-nine counties had received on account of county academies approximately $500.00 each; some had received more,—for example, Screven County, $995.00 by 1810, and Montgomery County, $641.00 in 1794. Similarly, a few had received less. Therefore, in 1823 distribution was on this basis: $500.00 was paid to each of twenty-eight counties that had received no money grant, and the balance up to $500.00 was paid to those of the twenty-nine counties not having received that amount.

The Act of Dec. 4, 1822, supplemented the Act which granted £1000 from confiscated property, to each county. In case no such property was convenient for sale, the sum of $815.00 was granted for the erection of the academy.[110]

TABLE No. 2
Amounts Received by Counties from The Academic Fund Prior to 1823 [111]

County	Year	Amt. Rec.	County	Year	Amt. Rec.
Bulloch	1810	$504.70	Greene	1794	$504.68
Burke	1794	342.61	Hancock	1794	164.06
Bryan	1794	386.71	Jackson	1810	504.20
Camden	1794	616.07	Jasper	1810	504.70
Chatham	1794	534.55	Jefferson	1810	535.71
Clarke	1810	504.70	Laurens	1810	504.70
Columbia	1794	535.71	Liberty	1794	480.85
Effingham	1794	541.07	McIntosh	1794	29.13
Elbert	1810	504.70	Montgomery	1810	641.98 [112]
Franklin	1794	550.17	Morgan	1810	504.70
Glynn	1794	562.50	Oglethorpe	1794	525.64

110 Between 1794 and 1836, thirty-six counties received $815.00 each for an Academy building.

111 *MS. Receipt Book of Treasury Department. MS. Ledger Accounts.*

112 *Note:* This list contains Montgomery and Screven Counties as having received payments from the State as of 1810; whereas both these counties are, on the basis of Treasurer's Record Book, placed on List I of academies chartered before 1800. Also, Warren is not shown on above list as having received money before 1823; in the next ten years it was charged with $2,573.00 of state appropriations.

Putnam	1810	$504.70	Washington	1794	$526.56
Richmond	1794	298.88	Wilkes	1794	488.75
Screven	1810	995.39 [112]			
Tattnall	1810	504.70	28 counties		

Note: At the close of 1822 there were 58 counties. Paid $500.00 to each of other counties and balance to make old counties $500.00.
Total $15,309.00.

Dividends declared	$16,000.00
Escheats	295.00
Total Fund	$16,295.00

The amount available for distribution in 1824, was $18,053.00; the amount distributed was $315.00 to each of fifty-seven counties. In 1825, $236.67 was available for distribution to each county; in 1826, $215.38;[113] in 1830, the fund provided $220.00 for distribution to each of seventy-eight counties. The yield of the Poor School Fund of 1824, was $19,999.00; in 1826, the same amount.

The following table shows the appropriations to forty-nine counties for one year; notice the groupings by amounts.

TABLE No. 3

Appropriations for County Academies
Nov. 1829—Aug. 28, 1830 [114]

Rabun	County,	for	county's	appropriation,	1828	$188.65
Jasper	"	"	"	"	"	188.65
Hall	"	"	"	"	"	188.65
Early	"	"	"	"	"	188.65
Screven	"	"	"	"	"	188.65
Morgan	"	"	"	"	"	188.65
Bulloch	"	"	"	"	"	188.65
Effingham	"	"	"	"	"	188.65

[112] See note on preceding page.
[113] *Senate Report Commission on Public Education. Georgia Laws* 1826, 194.
[114] *Georgia Laws* 1831, 12.

TABLE No. 3—*Continued*

Jackson	County,	for	county's	appropriation,	1828	$188.65
Oglethorpe	"	"	"	"	"	188.65
Carroll	"	appropriation	for	edifice,	1829	815.00
Carroll	"	for	county's	appropriation,	"	188.65
Randolph	"	appropriation	for	edifice,	"	815.00
Baldwin	"	for	county's	appropriation,	1830	382.91
Laurens	"	"	"	"	1828-1830	571.56
Chatham	"	"	"	"	1830	382.91
Harris	"	"	"	"	1828-1830	571.56
Liberty	"	"	"	"	1830	382.91
Warren	"	"	"	"	"	382.91
Habersham	"	"	"	"	"	382.91
Richmond	"	"	"	"	1828-1830	571.56
Upson	"	"	"	"	1830	382.91
Gwinnett	"	"	"	"	"	382.91
Wilkes	"	"	"	"	"	382.91
Burke	"	"	"	"	"	382.91
Fayette	"	"	"	"	"	382.91
DeKalb	"	"	"	"	"	382.91
Muscogee	"	"	"	"	"	382.91
Twiggs	"	"	"	"	"	382.91
Randolph	"	"	"	"	"	382.91
Henry	"	"	"	"	"	382.91
Taliaferro	"	"	"	"	"	382.91
Crawford	"	"	"	"	"	382.91
Greene	"	"	"	"	"	382.91
Butts	"	"	"	"	"	382.91
Baker	"	"	"	"	"	382.91
Hancock	"	"	"	"	"	382.91
Houston	"	"	"	"	"	382.91
Putnam	"	"	"	"	"	382.91
Coweta	"	"	"	"	"	571.56
Jasper	"	"	"	"	"	382.91
Clarke	"	"	"	"	"	382.91
Troup	"	"	"	"	"	382.91
Walton	"	"	"	"	"	382.91

TABLE No. 3—*Continued*

Jones	County, for county's appropriation,				1830	$382.91
Washington	"	"	"	"	"	382.91
Lowndes	"	"	"	"	1828-1830	571.56
Lowndes	"	"	"	"	Act of 12/22/26	815.00
Bibb	"	"	"	"	1830	382.91
						$18,676.60

Below are tabulated some figures from the State Treasurer's Reports,[115] showing the appropriations over a period of ten years.

TABLE No. 4

School Appropriations

Year		County Academies	Poor School Funds
Nov. –	Nov.		
1829	1830	$19,296.01	$29,998.15
1830	1831	18,676.60	29,582.25
1831	1832	17,663.52	19,147.85
1832	1833	21,812.79	22,380.57
1833	1834	18,710.27	18,401.18
1834	1835	18,781.69	16,559.99
1835	1836	18,808.60	15,892.01
1836	1837	23,282.32	18,262.13
1837	1838	19,801.73	17,961.66
1838	1839	10,917.12	11,275.86
1839	1840	1,185.38	1,693.48

Examination of the figures listed in this table reveals that after 1831, Academies and Poor Schools received approximately the same yearly amounts; and that the amounts in 1839-40 were very small, as the funds were consolidated into the Common School Fund. The following table shows the amounts distributed to each county in 1824 for use of the Poor Schools; the total was $19,999.00. The varying amounts indicate the relative number of poor children benefiting by the Fund in the several

[115] *Senate Journals* of the several years.

counties. For example, Dooly County received the least, only $54.00, while Jasper County's share, the greatest, was $914.00; few other counties were given less than $100.00.

TABLE No. 5

Distribution of the Poor School Fund in 1824, by Counties

County	Amt. Rec.	County	Amt. Rec.
Appling	x	Jackson	$637
Baldwin	$322	Jasper	914
Bibb	199	Jefferson	351
Bryan	74	Jones	801
Bulloch	211	Laurens	324
Burke	487	Liberty	151
Camden	137	Lincoln	265
Chatham	437	Madison	274
Clarke	464	McIntosh	112
Columbia	367	Monroe	535
Crawford	159	Montgomery	98
Decatur	x	Morgan	645
DeKalb	319	Newton	497
Dooly	54	Oglethorpe	554
Early	95	Pike	250
Effingham	129	Pulaski	221
Elbert	573	Putnam	697
Emanuel	222	Rabun	92
Fayette	190	Richmond	407
Franklin	620	Screven	209
Glynn	x	Tattnall	191
Greene	533	Telfair	132
Gwinnett	621	Twiggs	521
Habersham	352	Walton	491
Hall	683	Warren	589
Hancock	504	Washington	572
Henry	392	Wayne	75
Houston	127	Wilkes	628
Irwin	x	Wilkinson	460

x These counties made no report and received no appropriation.

During the life of the Common School Fund there were larger sums to distribute as well as more counties among which to distribute them. There is still great disparity among the amounts received, varying according to the population of the several counties. The table below gives the amounts received from the Common School Fund in 1840-41.

TABLE No. 6
Distribution of the Common School Fund, 1840-41 [116]

County	Amt. Rec.	County	Amt. Rec.
Appling	$459.60	Floyd	$834.75
Baker	443.22	Forsyth	1,110.33
Baldwin	715.00	Franklin	2,577.83
Bibb	1,328.88	Gilmer	434.49
Bulloch	610.66	Glynn	165.83
Burke	1,006.89	Greene	1,091.88
Butts	886.12	Gwinnett	2,363.56
Campbell	1,133.34	Habersham	1,840.86
Carroll	1,041.83	Hall	1,805.89
Cass	1,378.97	Hancock	962.49
Chatham	1,033.33	Harris	2,139.28
Chattooga	624.86	Heard	868.05
Cherokee	994.35	Henry	2,413.28
Clarke	1,431.03	Houston	1,616.03
Cobb	1,312.85	Irwin	505.33
Coweta	1,191.39	Jackson	1,544.37
Crawford	1,342.16	Jasper	1,365.88
Dade	220.66	Jefferson	742.36
Decatur	794.71	Jones	1,136.27
DeKalb	2,247.27	Laurens	718.88
Dooly	838.71	Lee	471.33
Early	681.93	Liberty	397.76
Elbert	1,504.22	Lincoln	621.11
Emanuel	630.04	Lowndes	1,064.49
Fayette	1,434.72	Lumpkin	1,167.55

116 Figures from *MS. Book, Treasurer's Vouchers,* 1840-1841. *Senate Journals.*

TABLE No. 6—*Continued*

Macon	$865.16	Stewart	$1,654.68
Madison	836.82	Sumter	848.15
Marion	x	Talbot	1,386.56
McIntosh	294.17	Taliaferro	650.77
Meriwether	1,914.60	Tattnall	460.94
Monroe	2,184.34	Telfair	508.15
Montgomery	362.71	Thomas	876.60
Morgan	1,435.61	Troup	2,317.11
Murray	691.34	Twiggs	1,043.72
Muscogee	2,725.94	Union	567.67
Newton	1,521.60	Upson	1,263.89
Oglethorpe	1,122.15	Walker	1,128.16
Paulding	517.64	Walton	1,925.55
Pike	1,730.34	Ware	474.22
Pulaski	704.60	Warren	1,342.27
Putnam	1,159.93	Washington	1,485.82
Rabun	518.33	Wayne	199.37
Randolph	681.93	Wilkes	1,009.59
Richmond	1,380.94	Wilkinson	1,190.90
Screven	581.83		

x No amount received.

The following table shows distribution from the later Poor School Fund, 1845-60; in the last year, the state school moneys were derived from the Educational Fund.

TABLE No. 7

Distribution of the Later Poor School Fund

(The figures show the yearly amounts appropriated for the several years, as compiled from the reports of the State Treasurer.)

1845—	Poor School Fund	(Oct. 21, 1845 to Oct. 20, 1846)	.....			$10,562.61
1850—	"	"	"	for	1848.....	266.23
1850—	"	"	"	"	1849.....	19,817.50
1851—	"	"	"	"	1850.....	20,984.00
1852—	"	"	"	"	1851.....	20,194.00

1853—Poor School Fund for	1851	$880.00
	1852	23,082.00
1854— " " " "	1853	25,012.00
1855— " " " "	1854	21,705.00
1856— " " " "	1854	138.00
	1855	23,300.00
1857— " " " "	1856	36,236.00
	1855	78.00
	1854	48.00
1858— " " " "	1857	30,604.00
1859— " " " "	1858	29,569.00
1860—Educational Fund	1859	149,565.00

CHAPTER IV

GROWTH OF ACADEMIES

I. Definition of County Academy; Various Exceptional Cases

The preceding chapter has been concerned chiefly with discussion of the legal basis for schools supported by the various Funds created by the State, and with a discussion of these Funds. These schools were of two kinds: Poor Schools, by which is meant separate schools for poor children, or the education of poor children in other schools along with pay-scholars; and chartered County Academies, in which alone work of a secondary character was carried on. From 1783, when the first Academies were chartered, to 1817, when the first State money became available for the education of poor children, the County Academies absorbed all the State's expenditures for education below the level of the University. From 1821 to 1837, the Academies shared almost equally with the Poor Schools in state moneys; from 1837 to the Civil War, State aid was withdrawn from the support of secondary schools, and given to the Common or Poor Schools.

This chapter will concern itself with statistics representing the growth of the Academies. At the outset a distinction must be made between the ordinary Academy and the County Academy: the former was generally a chartered institution with a body of Trustees, who conducted the school under their care without assistance from State funds, and without having to make report to the State through the Senatus Academicus; the County Academy likewise was conducted by a Board of Trustees holding the property of the institution in trust, but receiving State assistance from the annual distribution of funds. It was required to submit an annual report to the Senatus Academicus, on pain of not receiving its share of the academic distribution. The County Academy, therefore, designates that institution of learning which was definitely organized under

the provisions of the Academy Act of 1783; endowed with a grant of land which it might sell, rent, or otherwise dispose of, and supported in part by gifts of money from the State-created Fund.

There might be more County Academies than one in a given county: in that case, the several schools received the money in equal shares, or in proportion to the number of scholars in each, or according to some other consideration. For example, Midway Male and Female Academy (Baldwin County) was incorporated in 1833: there were at least four other incorporated academies in that county,[1] yet the new Academy was placed on an equal footing with the older ones in respect to its rights in the Academic Fund.[2] Numerous other examples of this could be given.[3] Similarly, an academy might be specifically prohibited from enjoying this financial assistance: thus White Oak Academy, Columbia County, was incorporated in 1825, but not permitted to share immediately in the County Academic Funds.[4] Union Hill Male and Female Academies, Jones County, were incorporated in 1833; the Act read: "Whenever either branch shall be in successful operation, it shall be entitled to the benefits intended by law for incorporated academies."[5] On the other hand, in 1832, Trustees were appointed for Corinth Academy in Heard County, but this academy was not allowed any school funds;[6] the explanation

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1 County Academy, incorporated 1822; Lonicera Academy, incorporated 1826; Corinth Academy, incorporated 1826; Scottsborough Male Academy, incorporated 1831.

2 *Acts* 1833, 22-5.

3 Cuthbert *Digest*, #97, Act 12/15/1821, incorporates county academies and appoints Commissioners for Counties of Walton, Gwinnett, Hall, Habersham, Rabun, Warren, Pulaski. Also *Ibid.*, #110, Act 12/23/1830; incorporating Culloden Academy in Monroe County, Woodlawn Academy in Monroe County, Mt. Vernon Academy in Monroe County, Centerville Academy in Talbot County, Talbotton Female Academy in Talbot County, Columbiana Academy in Jackson County, Claxton Academy in Warren County, Monticello Union Academy in Jasper County, Davisboro Academy in Washington County, Jenkins Academy in Harris County.

4 Prince, *Digest*, 960. In 1836 Trustees of Little River Academy incorporated, but not entitled to any of the Academy Fund.

5 *Acts* 1833, 22-5.

6 *Acts* 1832, 949-50.

in this case seems clear. The county was organized in 1830,[7] and in the following year Franklin Academy was incorporated; it was evidently feared that there was not sufficient money coming to the county to justify a division of it with a second institution. Franklin Academy was recognized as the County Academy;[8] and the treasurer's records do not indicate that Corinth was ever given any of the County Academy Funds. Jefferson Academy (Putnam County) was incorporated in 1830,[9] with the stipulation that the classics should be taught in the school. There must have been difficulty in carrying out this agreement, probably there was no demand for classical subjects; for in 1834, this condition to receiving assistance from the Academic Fund was removed by act of the Legislature.[10] One other illustration of the methods employed in creating County Academies will be cited: in Wilkinson County in 1824, the County Academy was incorporated; after eleven years the two funds—Poor School and Academic—were consolidated,[11] and used for poor schools. In 1836,[12] this act of consolidation was repealed, and seven Academies were incorporated, each of which was entitled to participate in the Academy Fund.[13]

The Acts incorporating County Academies and appointing Commissioners therefor were not necessarily confined to one county, but might affect several. Thus in 1821, an act was passed[14] incorporating seven academies; and in 1830, ten academies in nine counties were created by one act of the Legislature.

Authorization for the first academies occurred in general acts creating Commissioners for towns and giving them certain powers.[15] The Commissioners thus became the governing bodies with more extensive powers than that necessary to erect an

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7 *Georgia Official Register*, 1929; 314.
8 Prince, *op. cit.*, 949, *Acts* 1834, '35, '36.
9 Cuthbert, *op. cit.*, #170, 138-143.
10 Prince, *op. cit.*, 962.
11 *Ibid.*, 973; *Acts* 1835, *Pam.* 179, Wilkinson County.
12 Prince, *op. cit.*, 973.
13 Prince, *op. cit.*, 973; *Acts* 1836, *pam.* 12.
14 Cuthbert, *op. cit.*, #97, Act 12/15/1821.
15 *Ibid.*, #1; Act, July 31, 1783; also #49, 40.

academy or seminary of learning. The statute of 1783, while authorizing the creation of certain academies, was not a technical charter; it gave no name to the controlling Board, which was referred to sometimes (as in the case of Richmond County) as the Commissioners of Richmond County, as Trustees of Augusta, and as Trustees of the Academy and the Church. It later became advisable to divorce the Academy Trustees from the Commissioners of the town or county giving separate powers to each body; it required an act of the Legislature to do this.[16] In some cases, a good many years elapsed before the County Academy was actually incorporated; yet in the records of the individual counties, kept by the Treasurer, were entered items of credit and debit from the date of the first financial transaction, extending backward often many years before incorporation. Moreover, contemporary records sometimes refer to the school in operation before the granting of a charter.

II. Beginning and Spread of Academies

Considerable information concerning the early academies, or their actual existence at a definite date, and of State contributions, appears in a manuscript ledger kept by the State Treasurer.[17] The accounts in this ledger extend from 1783 to 1841; they seem to have been carried over in 1834 from a previously used book, which has not been located. These financial transactions have been difficult to interpret in detail, but the records have served to establish a beginning date for county contributions. From these records the dates of the first academies have been established, though the institutions may have begun operation later, and may have secured a definite charter at a still later date. In the lists of the institutions (App. II, I.) the attempt has been to ascertain the earliest legislation or record of payment of money by the State and to

[16] *Ibid.*, Act, 12/18/1816, exemplifies the manner in which this was done. This act separates the commissioners of the town of Greensborough and the Academy of Greene County to be separate and distinct bodies.

[17] This MS. Ledger records contributions made to 221 different incorporated County Academies. Accounts are arranged alphabetically by counties.

accept that as the date of the creation of the academy, if no contradictory evidence be found.

The first report of County Academies was that given to the Senatus Academicus in 1800, and recorded in their minutes;[18] at that time, communications were received from the following eight counties: Burke, Chatham, Columbia, Liberty, Oglethorpe, Richmond, Warren, and Wilkes. These were chiefly progress reports, as follows:

1. Burke Academy had a two-story wooden building 30′ x 18′, and $3896.00 due on bonds.
2. Chatham Academy: Nothing yet collected from its grant of land.
3. Columbia Academy had a brick structure, two stories, 44′ x 26′, valued at $3000.00; 794 acres of land valued at $6050.00. One Rector and two tutors, 68 pupils. Rates of tuition $20.00 per annum for classical course, $10.00 for English, writing, etc.
4. Liberty Academy: Had sold 500 acres of land for 175 pounds 10 shillings.
5. Oglethorpe had 500 acres of land bought for 562 pounds sterling.
6. Richmond Academy had two two-story houses and had begun a large brick building.
7. Warren County had purchased 800 acres of land and had $2485.00 due from the State as a balance on the 1000 pound grant of confiscated property.
8. Wilkes County had 650 acres of land worth over $500.00; $350.00 subscribed to be paid annually for ten years; $811.00 due from various parties. One brick building for the academy 60′ x 40′, two stores, valued at $5,202.00. One Rector, salary $500.00, and two teachers at $480.00. 96 students.

There were twenty-four counties in 1800:[19] from the above reports it would appear that only four counties had academies in actual operation—Burke, Columbia, Richmond, and Wilkes. This was not the case, however: the counties were very slow to make reports, even though the General Assembly made frequent efforts to compel them to do so. From other evidence

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[18] *MS. Minutes* 11/25/1800, 12.
[19] *Georgia Official Register,* 1929, Chap. VII, 309-10.

it can be shown that both Richmond and Chatham counties were conducting academies: Richmond Academy had been in operation for five years;[20] and in 1793, Chatham County was conducting an Academy.[21]

Academy figures, therefore, based upon all the evidence obtainable, vary according to the basis of classification. Some Academies were authorized, had trustees appointed, and received grants of land, from the sale of which money was collected with which to start the schools; yet these academies may never have been in operation. Other academy charters were granted, but when no work had been done towards erecting schools, the charters were revoked, and the academy money given to conduct Poor Schools.[22] The transference of State money from one fund to the other within the county is one of the noticeable features of educational legislation of this whole period; a fund thus transferred might later be restored. For example, in 1788, Chatham County Academy was incorporated; in 1825, the appropriation for Chatham County was directed to be applied to the Savannah Free Schools whenever the Academy was not in operation. In 1826, this Act was repealed and the Academy fund restored.[23] Knoxville Academy was incorporated in 1825; in 1831 the Academic fund was added to the Poor School Fund. The following year the Academic funds were restored.[24]

It is evident, therefore, that the story of any Academy cannot be completely told from one or even two legislative enactments; in the compiled lists, as much information has been assembled as has been required to give the main facts concerning the several institutions.

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[20] *MS. Minutes Richmond Academy, March* 25, 1785. First Rector began his duties April 12, 1785.

[21] *Georgia Gazette* 9/12/1793. Reports examination of Academy students by the Board of Trustees of Chatham County.

[22] *MS. Ledger Accounts.* In 1825, Appling County Commissioners received $815.00 for an Academy building; the Academy either was never conducted or was unsuccessful, for in 1826, the funds were consolidated and given to Poor Schools. Cuthbert, *op. cit., Act* 12/26/1826. *Georgia Laws* 1826, #87.

[23] Cuthbert, *op. cit.,* 51.

[24] *Ibid.,* 174.

The growth and decline of Academies followed closely the legislative enactments affecting these institutions; beginning with 1820, the period of greatest activity among the Academies extended for two decades. During this time, money was appropriated from the Academic Fund, and acts incorporating new academies were of frequent occurrence. At the end of this period, the annual distributions of money were no longer made to academies, and in consequence, fewer new academies were started. Acts incorporating new academies did not cease; but they were not so numerous, both because the State had ceased to foster these institutions and because such schools were by this time scattered throughout the counties. A third reason for the decline of the academies may be found in the increasing importance of common school education and the growing usefulness of the common schools.

The decline in the number of academies incorporated after 1840 was marked. 583 academies have been listed as incorporated in Georgia from 1783 to the close of 1860. The growth of the academies in number may be briefly seen in the following table, which summarizes the academy lists included in Appendix II, I.

TABLE No. 8

Summary

Academies of Georgia: By Decades

1783 — 1799	20	academies
1800 — 1809	7	"
1810 — 1819	15	"
1820 — 1829	108	"
1830 — 1839	294	"
1840 — 1849	62	"
1850 — 1860	77	"
TOTAL	583	"

III. Academy Listings by Sherwood and Other Writers

Several articles published during the last twenty years have included more or less detailed information about the Georgia

Academies, in some cases giving numerical listings of academies either in existence at certain periods or as chartered in certain decades. Dr. Joseph S. Stewart in an article entitled "High School Development in Georgia Before the Civil War,"[25] listed academies established in the various counties up to 1855, enumerating 376 academies. Stewart said that in 1850 Georgia had 219 chartered academies with 318 teachers, and 9,059 pupils.

Dr. Joseph Roemer in a recent article on "The Development of Secondary Education in the South,"[26] summarized the academy situation, quoting the same total for 1850 as given above, and giving as authority "a report of the General Education Board." These figures first appeared in the report of General J. R. Lewis, first State Commissioner of Education of Georgia, 1870;[27] they also appear in Barnard's *Journal of Education* (Vol. I, 368). Dr. E. M. Coulter, in his study, "The Academy Movement in Georgia,"[28] makes use of the same total for 1850.

The study of Dr. W. H. Kilpatrick, "The Beginnings of the Public School System in Georgia,"[29] where it touches upon the academies, is concerned with the number of these institutions chartered by decades to 1840. The source used by this writer was *Georgia Laws*. The present study, beside having access to the earlier Manuscript Records, lists academies for two decades beyond 1840.

In 1860 the Hon. David W. Lewis of Hancock County made a report to the Legislature concerning the number of academies in operation in the state in that year. G. J. Orr, second State Commissioner of Education of Georgia, in his report of 1887, made this comment upon the Lewis report:[30]

> "It (report of 1860) shows that there were 96 academies in operation in the state in 1860. The institutions known as County

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25 *High School Quarterly*, July 1913. (Figures compiled from *Acts of the General Assembly.*)
26 *Ibid.*, Vol. XVIII, No. 4, July 1930, 163.
27 *First Annual Report of Public Education in Georgia*, 30.
28 *Georgia Historical Quarterly*, Vol. V, No. 4, Dec. 1921.
29 *Ibid.*, Vol. V, No. 3, 1921, 8.
30 *Annual Report of State School Commissioner*, 1887, 8.

> Academies comprised the bulk of the intermediate schools in existence at that time. Diligent as Mr. Lewis evidently was, I doubt not his report lacked much of being a full one."

An examination of the several reports made from time to time concerning the existence at a given date of a definite number of academies, shows the lack of agreement among them. This discrepancy is exemplified in the Sherwood accounts. The Rev. Adiel Sherwood made four surveys of the whole state and published his findings in his Gazetteers. The editions of the Gazetteer appeared in 1827, 1829, 1837, 1860, and in these publications Sherwood reported the number of academies existing in those years. Sherwood's sources of information were the reports of the Census, newspapers, and his own observation. His enumerations of academies are usually incidental, occurring in descriptions of the town or village in which the institution was located. Moreover, the same item is often carried over from one edition to the next. Summaries secured, therefore, from the various Gazetteers must be taken as evidence of the existence of the enumerated schools and not by any means as listing schools according to the date of their incorporation. Accordingly, it is not to be expected that lists compiled from the four Gazetteers will agree with the lists in this study of the academies as and when chartered. As a contemporary record, even though not complete, Sherwood's lists are valuable and interesting. Addition of the schools mentioned in the several Gazetteers results in the following totals:

First	Edition,	1827,	mentions	57	academies	in	39	Counties;
Second	"	1829,	"	79	"	"	49	"
Third	"	1837,	"	100	"	"	63	"
Fourth	"	1860,	"	24	"	"	18	" .

These totals, however, scarcely agree with Sherwood's summaries; thus in the 1827 edition, is this summary:[31] "There are about 80 incorporated academies in this State, 64 of which have been brought into operation. The average number of pupils in each is 47 (that is 3008 pupils in all) . . . . In the

[31] Sherwood, I, 17.

college are 100 students, and one third of the pupils at the academies are studying the learned languages and higher branches of the mathematics; 1100 are fitting themselves as far as learning is concerned to discharge the duties of any station.''[32]

In the 1829 edition, following his list, Sherwood made this comment:[33] ''In all 76. About 10 of these have become extinct, and ought not to be called academies. About 20 more have received charters, but have not yet been brought into operation.'' In another place in the same edition he said: ''The total number of academies is now nearly 90. Many of these, however, are misnamed; for an academy supposes instruction in the higher branches of education; but some are no better than 'old field schools.' We hope the Legislature will see to it in future, that no charter of incorporation shall be granted . . . . unless it be a *sine qua non,* that in such academy there shall be taught . . . . the learned languages and mathematics. Deception enough has been practiced in manufacturing academies, as they are called, to get money from the Treasury.''

Sherwood's fourth Gazetteer lists schools of various kinds, including Private Schools, Academies, Institutes, High Schools, and Colleges. Possibly all these schools, no matter how they were named, were, at least at the outset, doing work of secondary grade. In some cases, the 24 schools listed as academies are survivals from an incorporation many years earlier than 1860. The 57 schools included in this list may be classified as follows:

Private Schools	4
Academies	24
Institutes	9
High Schools	10
Colleges	10
Total	57

[32] *Ibid.,* 18.
[33] *Ibid.,* II, 48.

There are many other schools mentioned in Sherwood's lists, which are of uncertain origin and undetermined character. High Schools appear more frequently than in previous years —forerunners of the Public High School which in 1860 had not yet begun to appear. But the most noticeable feature of this last Gazetteer is the large number of female schools mentioned in it; and the number of denominational schools and colleges appearing at this date but not in 1837. Sherwood's last lists are decidedly confusing; but his summary is interesting: "There are Academies in which the learned languages are taught, at nearly every Court House in the State, besides at many country places and villages, as Farmington and Salem in Clarke, Social Circle in Walton . . . . It is estimated that we may reckon for each county, 2 High Schools or Academies; it is true, several of the lower Counties, as Appling, Irwin, Tattnall, Telfair, Bulloch, Emanuel, Charlton, Mitchell, Colquitt, Worth, Brooks, Wilcox, etc., may have no classical schools; yet the 132 counties will average two schools each, equal to 264 schools, where languages are taught."

IV. Academy Reports to Senatus Academicus: Summation

The report of the educational situation in Georgia in 1832, as made by Governor Lumpkin in his message to the General Assembly, is certainly conservative without being very specific as to the conditions prevailing at that time. In that message he gave the following summary of the situation:

> "The Legislature of Georgia at an early period of its history . . . made liberal provision for the endowment of an Academy in each county . . . ; the application of which has been left to the Trustees of the several county academies; consequently there has been no uniformity or general plan of operation; no systematic adoption of measures, which were calculated to ensure success alike to all. Notwithstanding the neglect of which many Trustees may have been guilty, it must be admitted, that great good has resulted to the community from the endowment of these county seminaries. The benefits have been mostly felt in the immediate vicinity of

these institutions, but in some instances have been diffused more or less throughout the counties.'' [34]

That the influential men of the State were interested in the educational situation is evidenced by the various reports made from time to time by the Committee on Public Education and Free Schools. One such report, that of 1826, gives information concerning one aspect of the Academy problem which may not have been fully covered heretofore and for this reason the following part of the above mentioned report is included: [35]

''The several Acts which have been passed upon the subject of county academies, commencing with the charter of the University in 1785 and terminating in 1824, obviously contemplate an efficient endowment of at least one academy in each county. With this view, that charter made each county academy a branch of the University, and subjected them to supervision accordingly. In furtherance of this view also, was the act of Confiscation and Amercement in 1792, authorizing commissioners from each county to purchase in confiscated property to the amount of one thousand pounds.

''The aid contemplated from this source, was uncertain and precarious, even in the hands of the most fortunate, and with many, was wholly inoperative. The amounts realized were small, and in but few instances beneficially applied. The present existing laws have affixed an estimate to this intended munificence, by holding the intended beneficiaries accountable for only one-eighth of their nominal purchases. Under the new scale of endowment now in progress the older counties have been made to account for their ancient purchases. An equal participation in the fund distributed in 1825 and 1826, has been denied them, that they might be brought to an equality with their younger sisters, and then draw equally from the common parent, until the receipts of each should amount to 2000 dollars. This being effected, each county will be considered as specifically endowed, and thence forward the profits of 250,000 dollars in bank stock will be distributed amongst all the counties in the State in proportion to their representation. For the last political year ending on the first day of November, the distrib-

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[34] Nov. 6, 1832. *Senate Journal* 1832, 18.

[35] *Georgia Laws* 1826, 194. Report of the Senate Committee on Public Education.

utive share amounted to the sum of $215.38. This is receivable at the Treasury upon the joint application of the Trustees of the incorporated academies in each county, and to be divided between them in proportion to the number of scholars usually taught in each. For a policy thus enlightened, and a munificence thus liberal, no further requital is demanded . . . than that the participants of her bounty should keep a just and accurate account . . . and make report thereof annually through the Senatus Academicus to the legislature.

" . . . Your committee regret to state, that in the range which they have taken thru the several reports made by the Senators to the Senatus Academicus, they discover but slight traces of that particularity required by law . . .[36] It was not to be expected that any plan of endowment, amidst a new and varying population, would have made any near approach to perfection. Hence the necessity of regular, detailed, periodical information, not only from each county, but from the whole of the incorporated academies of the State . . . To enforce a compliance with the law in this regard, your committee beg leave to accompany this report with a resolution, etc.

"Resolved: That no trustees or commissioners of any incorporated academy shall hereafter be permitted to draw any funds from the treasury of this State, until they shall have presented a full and fair statement of the manner in which all sums previously drawn shall have been applied."

As a result of the agitation for more definite information, the reports of the Senatus Academicus were compiled by the Joint Commission on Public Education and Free Schools and published for several years in the Senate Journals. The Commission reports for the years 1832-1838 are given elsewhere. These detailed reports cover only those counties that submitted

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[36] The Law referred to was passed as AN ACT to distribute certain funds among the several counties in the state, for the use of Academies, and to provide a method of obtaining further information concerning endowments heretofore granted. Passed Dec. 23, 1822. Section 5 specifies: Be it further enacted, etc. That any commissioners, trustees, superintendents, or inferior courts, who may receive any benefits under the provisions of this act, shall keep a just and accurate account of the manner in which the same may be disbursed and applied, and shall make report thereof annually through the Senatus Academicus to the Legislature. (Cuthbert, *Digest*, 28.)

reports to the Senatus Academicus; while they show certain very definite facts, yet from them only an indefinite idea is secured concerning the studies actually offered or the classification of pupils within the schools.

The Commission on Public Education and Free Schools had to work with reports submitted in no prescribed form, and certain items of information contained in one report might not appear at all in another. Without giving here the full reports as they appear in the Senate Journals as compilations, attention is called to the following as samples [37] of the individual County reports:

1830

Henry County Academy reported in 1830, 126 scholars, adding "the branches of learning usually taught are from the first rudiments of an English education to a full and complete preparation for entering either of the Classes in any of the Colleges of the United States."

1831

The Commissioners of Corinth Academy, Baldwin County, sent in a detailed financial statement but gave no information concerning subjects taught or number of scholars.

"Nov. 1832-Nov. 1833

Jefferson County Academy. Building in poor condition, required expenditure of considerable part of funds. No school kept since no money 1833. Financial statement appended."

1835. "Lake Academy, Bibb County.

20 Pupils [38]

The Trustees of the Bibb County Academy have the honor to report to the Senatus Academicus that for the present year the number of scholars taught in the male department of said academy has been 53. Of these 18 have been instructed in Orthography, Reading, Writing; 27 in Mathematics, Geography, History and Grammar, and eight in Latin, Greek, Mathematics, Natural Philosophy and Belles Lettres. For the same time

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37 Letters from 122 Academies in 42 Counties. *MS. Reports to Senatus Academicus.*

38 That is, 20 pupils on account of the Poor School Fund.

93 scholars have been taught in the female department of said academy. These have been variously in Music, Chemistry, Natural and Intellectual Philosophy, Criticism, Ancient, Modern and American History, Grammar, Geography, and the lower branches of learning which are usually taught in common schools, etc."

(Signed by Three Trustees)

1835

"An Exposé of the situation of the Lake Academy in Bibb County, Georgia in the year 1835. No. of pupils, 20 [38]
The amount of funds belonging to the Academy has been paid as a salary to the Teacher. The Latin Language, Natural Philosophy, History, Chemistry, English Grammar, Arithmetic, Reading, Writing, and Orthography are the branches that have been taught."

(Signed by Three Trustees)

1835

"Catalogue of scholars in Sparta Academy, Hancock County.

Ages 4-19	Males	33
	Females	14
		47"

Cool Spring Male and Female Academy, Butts County, made a detailed report in 1835, and added this comment: "This school is conducted under a very rigid and strict code of By-laws and particular attention has been paid to the well-being of the pupils without exception. This school is also subject to a monthly examination and inspection by the Board of Trust." [39]
"1842. Oct. 31, Murray County.

To the Honorable Senatus Academicus:
Sirs, Annexed you have account consolidation of the several returns of the children in their several districts entitled to a participation of the Poor School Fund over and under fifteen years of age in the several districts.

[39] *MS. Letters to Senatus Academicus.*

Males 190
Females 176''

Just as the individual reports showed a great degree of difference and a general lack of uniformity, so do the reports of the Commission, compiled from these numerous individual reports, differ somewhat in respect to uniformity. This lack of uniformity is easily explained: the penalty attached to failure to report to the Senatus Academicus was not often imposed; and there was no uniform manner of reporting the various desired items of number, age and sex of pupils, branches taught, and financial condition. Yet these reports constitute the only source of definite compiled information concerning the subjects offered and the number of pupils taught by a considerable part of the whole number of academies.[40]

Among the most significant facts to be obtained from a careful examination of these academy reports, are those having to do with the number of counties reporting year by year and the number of academies reported by them. These facts may be represented by the following table.

TABLE No. 9

Counties Reporting Academies

Year	Number Counties Reporting	Number Academies Reported
1832	78	88
1833	87	98
1834	86	101
1835	88	106
1836	89	107
1837	90	135
1838	89	166

The number of counties reporting varied very little; but there was a gradual increase in the number of academies making report to the Senatus Academicus. It is significant that over

[40] For these reports see App. II, III.

this short period of seven years, the number of academies submitting reports practically doubled.

Various statements have been made of the number of students attending academies, but most of them are estimates. Unfortunately the reports discussed above were not complete: the figures for a given academy sometimes grouped the students as a total, or distributed them as males or females; but the totals of all the students when arrived at do not picture the whole situation, nor are the printed totals always correctly added. The 1832 report listed 88 academies in operation in 78 counties; no totals were given in this report but a careful examination reveals that these 88 schools taught 4,613 students; it is impossible to separate these into males and females because of the manner in which the figures were given. Analyzing in similar fashion, the remaining reports, these totals are arrived at regarding the academy population:

TABLE No. 10

Reported Academy Enrollment

Year	Male	Female	Male and Female	Totals
1833	1851	1535	1593	4979
1834	2167	1553	1676	5396
1835	3017	2500	945	6462
1836	2961	2449	1517	6927
1837	3933	3449	1406	8788
1838	4311	3871	1963	10145

Even though the figures for 1832 are unreliable and do not lend themselves to satisfactory distribution, the total of 88 academies reporting 4,613 students is significant by comparison with the more complete figures of 1837 and 1838. This is the period of most rapid academy growth: against 88 academies reporting in 1832, and 98 in 1833, 166 reported in 1838. The best reading possible of the 1832 figures indicates that 61% of the students in that year were male. Against this, the figures for both 1837 and 1838 show an increasing proportion of female students—50% in the first year and 52% in 1838.

In this last year, 136 academies reported concerning the sex of their students: of these, eight had female students only, and two had male students only; in the others, both sexes were taught. Even though the institution may be classified and named as Female, the figures given show that in a few cases male pupils were taught also; similarly with respect to certain Male Academies, there are given figures for female students in them.[41] Of the 88 academies reporting in 1832, concerning "Branches of Study," 55% report giving "Higher Branches;" 18% give "English;" and 22% give no report concerning the subjects offered. In 1838, of the 166 academies reporting, 158 list their "Branches of Study" as "Various." The several reports from 1832 to 1838 offer material for numerous summaries; in the chapter on Curriculum (Chapter VI) a more detailed summary is presented concerning the branches of study reported in those years.

Mention has already been made of the figures for 1850, which show 9,059 pupils in the 219 chartered academies. This shows a considerable gain over a period of 12 years; but not in the same proportion as in the period of five years preceding 1837. The gain of this period (1832-1837) is at the rate of 12% a year; that for the twelve-year period (1838-1850) is 2% a year. The increase in population during the decades from 1830 to 1850 was somewhat over 30% for each decade or 3% a year. The only conclusion to be drawn from these figures is that after 1838, the academy enrollment did not keep pace with the growth of the population. The figures given definitely indicate that the period 1820-1840 was the academy period of greatest activity. At the beginning of this period the Academic Fund began to yield annual dividends for distribution to the County Academies; at its end, these appropriations were cut off. Academies continued to be chartered by the Legislature throughout the period; but there was an increasing number of

[41] Elbert County. (1838) Elberton Female Academy reported 3 male and 22 female students. Gwinnett County. (1832) Lawrenceville Male Academy reported 66 male and 20 female students.

schools of new types—Institutes, Colleges, and High Schools,—which superseded the academy.

The appearance of a considerable number of schools in the later decades, for which no act of incorporation can be found, requires explanation: either these schools were organized without the formality of incorporation or they were authorized by County Courts. Such authority was granted these courts by an Act of the Legislature in 1843. This Act reads:

> AN ACT to point out the manner of creating certain corporations, to define their rights and privileges, and to provide a mode of changing the names of individuals.
> Sec. L. Be it enacted by the Senate and House of Representatives of the State of Georgia, in General Assembly met, and it is hereby enacted by the authority of the same, That when the persons interested shall desire to have any Church, Camp Ground, Academy, School, Volunteer Military company, Manufacturing company, Trading company, Ice company, Fire company, Theatre company, or Hotel company, Bridge and Ferry Company, incorporated, they shall petition in writing the Superior or Inferior court of the county where such association may have been formed, or may desire to transact business, for that purpose, setting forth the object of their association and the privilege they desire to exercise, together with the name and style by which they desire to be incorporated, and said court shall pass a rule or order directing said petition to be entered of record on the minutes of said court.[42]

Thus, the only definite answer to the question of County incorporation of academies is to be found from a search of the court records of 131 counties. Diligent search through all other available sources has failed to disclose a single reference that might be interpreted as indication of incorporation through Inferior or Superior County Courts.

V. Academy Distribution by Counties

A list of academies arranged alphabetically by counties[43] reveals some interesting facts concerning the varying activities of the counties with respect to the creation of academies. For

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[42] *Georgia Laws* 1843, 108.
[43] App. II, II.

instance, thirteen counties chartered only one academy each; but sixteen counties chartered ten or more each, Monroe County having twenty-eight. The thirteen counties thus designated were created for the most part in the later decades of the period, several of them in the eighteen-hundred-fifties, after the academy movement had decidedly slackened. For the most part, these counties were remote from the center of the state, lying north and south and west of the center of population. On the other hand, the sixteen counties chartering the largest number of academies were those lying within rather definite limits of the geographical center of Georgia. These were the older counties, created in the period beginning 1790, and no one created later than 1830.[44]

The conclusion from this examination of academy distribution seems clear and definite: the state grew towards the west, and as new counties were created, the familiar, established system of schools was adopted for the new settlements. Land grants were still available where land was plentiful, and county academies continued to be the accepted schools.

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[44] For county data—*Ga. Official and Statistical Register,* 1931, 432-522. For location—*Ga. Official Map,* issued by *Dept. of Agriculture,* 1932.

CHAPTER V

GENERAL CHARACTER OF THE ACADEMIES

I. Location of Academies

The Academies reflected in large measure the conditions of the time, prospering or declining as wealth increased or as the academy neighborhood became impoverished. Instances might be cited in which the neighborhood declined and both the village and the academy disappeared.[1] With the introduction and general use of the cotton gin in the first quarter of the 19th century, the State of Georgia increased in wealth and population. Before this time, the chief crops had been rice, indigo, and tobacco, which were cultivated chiefly in the lowlands along the coast, and in the river valleys. Cotton soon became the chief crop and the plantation system developed rapidly. This development required more slaves and larger plantations; consequently new sections were opened, in which lands were cleared as rapidly as possible, farmers often leaving their old wornout fields for new lands. This meant a shifting of population westward, away from the narrow strip of coast settlements.

The towns of the early period were few and small, generally located on the coast or along the Savannah and Midway Rivers; Savannah remained the chief city and principal seaport, especially after Sunbury fell into decay. Augusta was the chief inland town, thriving and growing as the plantations round about increased in number and importance. There were no manufactures; the plantations produced their staple crops of rice, tobacco, and cotton, exchanging these for goods manufactured elsewhere. The plantation system caused the planters to lead a more or less isolated life, which in turn presented fewer opportunities for developing common interests or promoting the common good. The County was the largest unit

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[1] Jones, *Dead Towns of Georgia:* Description of Old Ebenezer, 11-43; Sunbury, 142-223.

with which the individual planter came in contact, and it was with difficulty that State-wide affairs entered into his consciousness. Therefore, the educational interests of the citizen were likely to be those that concerned his own locality and his own county. This was undoubtedly a factor in the development of a system of county schools. County academies were located both in towns and villages, and in sparsely settled districts. It was not unusual for the school to be set up in new country, and to attract sufficient settlers to form a village. Sherwood listed several such institutions; in his first edition, he mentioned Hermon, Oglethorpe County, as one of these, and said, "the village was built for the purpose of supporting the academy and enjoying the advantages of education."[2] Concerning Mt. Zion Male and Female Academies (Hancock County), he said, "The academies were first erected, and the inhabitants crowded around them to enjoy the literary advantages which they proffered to their children . . . ."[3] The same thing was true of Powelton Academies in the same county;[4] and of Salem Academy in Clarke County.[5]

Some of the academies had boarding departments; Mt. Zion was of this number: but usually the academies advertised that board could be secured in respectable families of the neighborhood. Sunbury Academy early in its life announced, "A Boarding House for the accommodation of students, is opened in town."[6] Columbia Academy announced, "general boarding and lodging may be had in the neighborhood for 5 dollars per month."[7] In January 1840, both Columbia and Wrightsborough Academies advertised that board could be had in the neighborhood on reasonable terms.[8] From the many notices published by academies, and from all other sources, the conclusion has been reached that the academy was not primarily

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2 Sherwood *Gazetteer*, I, 28-30; Sherwood II, 117.
3 Sherwood I, 35-40.
4 *Ibid.*, 43-46.
5 *Ibid.*, 43-46.
6 *Georgia Gazette*, 10/17/1788.
7 *Augusta Chronicle*, 9/1/1788.
8 *Ibid.*, 1/4 & 1/9, 1840.

a boarding school; when it became necessary, in order to secure pupils, the academy might furnish board and lodging. But this was incidental; and no such school had facilities to care for a large number of boarding pupils. Boarding within the school became a more important feature in the later schools, especially the female seminaries.

II. Buildings and Equipment

The earliest academies were housed in buildings erected for school purposes or in rented houses. Richmond Academy first undertook to erect an academy building in 1784, but later opened in a building erected by another, though this was an establishment more considerable than was usual. In 1785, the "Board of Commissioners for Superintending the Richmond Academy, having purchased the new and convenient buildings lately erected in this town by Col. Cocke, give notice to all Parents . . . . that the Academy will be opened and commence on the Second Tuesday in April."[9] But the Board soon undertook to erect a building for the school on a lot one block from the location of the recently purchased building. There was a second building erected sometime later which served for many years as the home of the Academy. Sherwood in 1829 called this a "spacious academy, the main body of which is 45 x 40 feet, with two wings 93½ x 32 feet, containing commodious rooms for the Rector and other instructors."[10] The same author records that the Male Academy at Lexington, Oglethorpe County[11] (Meson Academy), "is a substantial brick building, 2 stories high, built in 1806 or 7, through the liberality of Mr. Meson . . . . The building cost $4,000.00." Madison likewise had a Male Academy of Brick, two stories.[12] At Carmel, Columbia County, the citizens erected a brick building for the purposes of Waddel's academy.[13]

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9 *Georgia Gazette* (Augusta) Thursday, 3/25/1785. Also *MS. Minutes*, 4/14/1784.
10 Sherwood II, 67.
11 *Ibid.*, 123.
12 Sherwood I, 35.
13 Sherwood III, 112.

It is probable that these brick buildings were exceptional in the earlier days; there was an appropriation to each academy, usually coincident with the granting of the charter, for the purpose of erecting the academy building. This practice of granting aid to build the County school-house grew out of an act of 1784: on January 26th, a resolution passed "that leave be given to bring in a Bill for promoting religion and piety and securing to Religious Societies certain rights and immunities, and for granting an aid to build and repair places of public worship, and erecting school houses in the several counties of this State."[14] The bill was drawn by a committee[15] composed of Mr. Wm. Houston, Mr. Andrew, and Mr. Glascock; it passed February 19, 1784.[16] The joining of the religious and the educational explains the identification of these interests in the building of edifices for church and school. It is probably also a recognition of the fact that the preacher of the church was also the teacher of the school.

The amount of this donation varied from £1000 to $500.00; in the eighteen-hundred-twenties it was $815.00. There were at least thirty-six donations of $815.00 each made to academies from 1794 to 1838.[17] Unless this amount was supplemented by other sums, no very pretentious structure could be erected. Such additional revenue usually came from the sale of lots into which the land grant was divided. In this way often the Public Building and the Church as well as the Academy were erected. Of frequent occurrence was the erection of a building to serve the double purpose of church and school. It took the Commissioners of Wilkes County over ten years to accomplish the erection of a building for a Church and Academy.

This was an instance of a body of Trustees being County Commissioners and "Commissioners of the town (of Washington) and Academy thereof."[18] The Board at their first recorded meeting (Aug. 27, 1784) took up the matter of erecting

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[14] *Senate Journal, Georgia Resolution, Section* iii, 463.
[15] *Ibid.*, 464.
[16] *Ibid.*, 520, 523.
[17] *MS. Ledger Academy Accounts.*
[18] *MS. Minutes Wilkes County Commissioners,* 1784-1808. July 13, 1792.

the public building in Washington. The bid of eight hundred pounds was too high; and on September 2nd, they "proceeded to let the public Building, the said Church and Schoolhouse, ... to the lowest bidder .... at seven hundred and eighty-one pounds." But the building operations were delayed—the Board could not decide upon the location;[19] and meantime the academy was conducted in rented houses.[20] Finally, in August 1793, "the Commissioners conceiving it their Duty to promote as much as is in their power, literature throughout the State, and of this Town in particular, have resolved that a house suitable for an academy" be erected. The contract was let in October of this year.[21] "The building to be completed 34′ x 20′, 2 stories high, 2 brick chimneys with a fire place in each chimney above and below; to have 8 windows in the 2 ends each of 18 lights also 10 windows in the sides; 4 in the lower story to contain 24 lights each, and 18 in the upper story, the house to be painted the Ruff with Spanish Brown and the sides and ends yallow .... the doors and windows completely faiced and cased, and the chimneys to be faiced, the fireplace in the lower story to be four feet in the clear, and the uper in regular proportion, not any partition to be in the Lower story, but a good starecase—the upper story to be Devided by a partition, the Building to be compleated by the first Day of June next."

However vivid the imagination of these planners of an Academy with "ruff of spanish brown and yallow sides and ends," they certainly did not catch a vision of the "old red school house" famed in song and story. As it was, their vision did not materialize; for in 1796,[22] the Commissioners selected as a location for the Academy, a hill at the western end of the town and ten acres of ground round about. The managers of the project presented a proposition to raise money by subscription and to organize a joint stock or Common Fund

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19 *Ibid., Meeting* 6/7/1785.
20 *Ibid.,* 4/7/1786; 7/3/1786.
21 *Ibid.,* 10/18/1793.
22 *Ibid.,* 8/18/1796; 10/22/1796; 11/19/1796.

composed of the sum thus subscribed, and gifts of the Commissioners. Control of the project was to be in the hands of a Board composed of Commissioners and representatives of the subscribers, at the head of which should be a President elected jointly, one neither a Manager nor a Commissioner. It was proposed to erect a building in two apartments to serve for the purposes of Academy and Church; the Academy should remain under the sole direction of the Commissioners. A complete floor plan and specifications for the building were drawn up, and proposals for the construction were received. The building was to be of brick, "60 x 40 feet in the clear; 30 x 40 feet for a church, the other for an academy; said building, 2 stories high, the first floor to be 12 feet pitch, the story 10 feet, with a brick partition between the academy and the church passing through the center of the house; . . . . from the surface of the ground to the water table shall be 2 feet high and 3 bricks thick . . . . " The building was erected in accordance with the specifications; and opened as an academy. It was damaged by storm in 1801, but repaired,[23] and served as a school and church until 1823.[24] In 1800, the reported value of this building was $5,202.00.[25]

The richer academies had good buildings; at Eatonton, Putnam County, in 1821, there were two academies "situated in a most beautiful grove. With the academies is connected a Library which cost 600 dollars, and which has since been enlarged, and a Philosophical Apparatus purchased in London for 2500 dollars."[26] This was a commendable accomplishment in a town of 726 people only 379 of whom were white.[27] Jackson Academy, Butts County, within three years after its incorporation,[28] had an Academy "building 45 x 25 feet and 2 stories high, (which) was erected and finished, except chimneys

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[23] *Ibid.*, 5/10/1801.
[24] Bowen, E. A., *History of Wilkes County*, 55 *ff.*
[25] *MS. Minutes Senatus Academicus*, 12, 11/25/1800; 139, 11/8/1819.
[26] *Georgia Journal*, 5/29/1821.
[27] Sherwood II, 106, Population, Nov. 1828.
[28] Chartered Dec. 26, 1826; *Georgia Laws* '30, #88.

and plastering, for $475.00.''[29] About the same time, Knoxville Academy, Crawford County, had a ''neat 2-story building, painted and enclosed, with outhouses and a well; cost $1500.00.''[30] The Trustees of the Bibb County Academy made arrangements for the erection of a building on the academy square ''to be 36 feet long by 24 feet wide.'' After this building had been destroyed by fire it was replaced by a handsome brick building, 34 feet long by 36 feet wide, two stories high, at a cost of $3500.00.[31]

Items of this kind might be repeated indefinitely. The average academy, described by Sherwood, was ''a neat two-story building,'' or ''a good brick building'' as was the case with Clarke in 1837, and Appling in 1860. From this source, the newspapers, and various other sources, the conclusion seems to be justified that academy buildings improved in character with the passing of the years. Reference was frequently made to the appearance and character of an Academy, as in the cases of Sparta Female Academy ''with cupola and minarets,''[32] and Lawrenceville Academy with ''cupola.''[33] In 1841, Effingham County Academy was thus described:[34] ''The Academy is situated in a high dry pine-barren which has proved very healthful. The Academy building is spacious and convenient, having a basement story of brick and 2 stories of wood; there is also a small comfortable dwelling with a garden and some outbuildings on the same lot . . . .''

The private institutes[35] and other schools of high grade generally had more pretentious establishments, being careful to secure a good situation and to erect attractive buildings; but

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29 Sherwood II, 119.

30 *Ibid.*, 122.

31 Butler, J. C.—*Historical Record of Macon and Central Georgia*, 294: quoted from *MS. Minutes Trustees Bibb County Academy.*

32 Sherwood III, .

33 Sherwood II, 123.

34 *Savannah Georgian*, 7/15/1841.

35 The first mention of a private academy having a special building is found in the *Georgia Gazette*, 7/16/1789: ''The academy now kept in Broughton Street will be removed . . . . to a house built for that purpose in Drayton Street.''

these schools appeared toward the close of the academy period. For example, Miss Standifer's Select School at Hillsborough, in 1833, was a "Beautiful edifice . . . . three stories high, built after the old Gothic style, painted in the most splendid manner and surrounded by a beautiful grove of trees."[36] For the purpose of comparison with the Effingham County Academy described above, this description is given of Brownwood Female Institute: "The Brownwood Institute is a decided adornment to the county. The building for recitations, experiments, etc., is 52 feet front by 72 feet deep. The main edifice is 100 feet in front, with 28 rooms. It is built in the Gothic style."[37]

As a means of securing money for the various purposes of the academies—whether for building, rebuilding or some other purpose—lotteries were held. The first recorded instance of this was in 1795, when Richmond Academy held a lottery to raise $3500.00; Early County Academy was permitted to conduct a lottery as late as 1855.[38] The following list is included as offering definite records of the lottery privileges granted by Act of Legislature.

TABLE No. 11

Lotteries Permitted for County Academies

County	Year	Beneficiary		Reference
Appling	1818	County	Academy	*Cuthbert,* 2-5
Clarke	1825	Salem	"	*Laws* '30, No. 18
Columbia	1826	Wrightsboro	"	*Laws* '30, No. 775
DeKalb	1826	County	"	*Laws* '30, No. 776
Early	1818	County	"	*Cuthbert,* 2-5
Early	1831	Ft. Gaines	"	*Acts* '31, 130; *Acts* '32, 7

[36] *Southern Recorder,* 1/10/1833.

[37] Richards, *Georgia Illustrated,* 33-35. Brownwood Institute incorporated 1837.

[38] *Southern Recorder,* 6/12/1855, announces the lottery.

TABLE No. 11—*Continued*

Early	1855	Ft. Gaines	Academy	*Southern Recorder* 6/12/55
Elbert	1817	County	"	*Cuthbert,* 51
Fayette	1828	County	"	*Cuthbert,* 64
Glynn	1825	Brunswick	"	*Acts* '30, No. 1415
Greene	1820	Greensboro M. & F. A.		*Laws* '30, No. 1
Gwinnett	1818	County	Academy	*Cuthbert,* 2-5
Gwinnett	1828	Lawrenceville	"	*Laws* '30, No. 144; *Cuthbert* No. 97
Hall	1818	County	"	*Cuthbert,* 2-5
Hancock	1826	Sparta	"	*Laws* '30, No. 770
Irwin	1818	County	"	*Cuthbert,* 2-5
Jasper	1824	County	"	*Cuthbert* No. 118; *Laws* '30, No. 114
Jasper	1855	Jasper Co.	"	*Southern Recorder,* 6/26/55
Jones	1827	Clinton	"	*Cuthbert,* 107, No. 129
Madison	1828	County	"	*Laws* '30, No. 148; *Cuthbert* No. 26
Madison	1834	County	"	*Prince* 976
Morgan	1825	Madison (rebuilding)	"	*Cuthbert,* 126, No. 154; *Laws* '30, No. 65
Morgan	1835	County	"	*Southern Banner* 3/26/35

TABLE No. 11—*Continued*

Putnam	1807	County	Academy	*Acts* 1807-8
Putnam	1826	Eatonton	"	*Laws* '30, No. 771
Richmond	1795[x]	Richmond	"	*MS. Minutes Richmond Acad.*
Screven	1830	C. H. & Co.	"	*Acts* '30, 221
Walton	1818	County	"	*Cuthbert,* 2-5;
Washington	1806	County	"	*Augusta Herald* 4/3/1806
Washington	1827	All. Inc. academies in County		*Laws* '30, No. 123; *Cuthbert,* 166
Wilkes	1804	Washington	Academy	*MS. Minutes Commrs.* 12/17/04; Act of 12/12/1804

[x] "Ordered that Mr. Cumming & Mr. Gardner . . . . be a committee to report a scheme to carry the said Act of the last General Assembly into effect."—*MS. Minutes Richmond Academy, n. p.*

Concerning the matter of school-room furniture, little detailed information is available. The crude, one-room academy buildings had little furniture—a teacher's desk, rough benches and writing desks serving all needs.[39] Thus Bibb County Academy building was "to contain one desk, 4 writing tables and 9 benches."[40] This probably explains the custom of sending the older children out of doors to study while classes of smaller children studied and recited within the school-room.[41] But a minimum of furnishings was generally recognized as necessary. In 1787, the Board of Trustees of Washington (Wilkes County)

[39] *cf.* Longstreet's *William Mitten,* 100-102. Wade's *Longstreet* contains description of Waddel's Academy at Willington, S. C., 1808.

[40] Butler, J. C., *op. cit.,* 294.

[41] LeConte's *Autobiography,* 10.

Academy ordered that the school should be supplied with "proper benches and writing tables made for the purpose of the Academy."[42] It is evident that County Academy trustees desired to establish an institution of a kind superior to the old field school in respect to building, equipment, and teaching; even as late as the 1840's, the old field school existed—unceiled, unpainted and largely unfurnished except with plain pine benches—no desks, no blackboards, and no globes or other teaching equipment. Walter A. Clark gives a description of such a school,[43] which agrees in the main with LeConte's description[44] of a country neighborhood school conducted in Liberty County, to which LeConte went for nine years, studying under nine different teachers. Nevertheless, in this primitive school LeConte prepared for College; in his autobiography he says: "I was well prepared for the freshman class of college at fourteen years. But my father thought I was too young to leave home; so I spent another year in reviewing all my Latin, Greek, and Mathematics, and entered college at fifteen."[45]

Proper teaching was evidently considered of more importance than school-room furniture; but it was not long before someone recognized an opportunity for business in this very lack of equipment. In 1831, Sereno Taylor, a schoolmaster and business agent, wrote to Governor Lumpkin suggesting that the County Academies should have proper equipment of uniform character; this equipment really consisted of charts, maps, and globes, to be had at various prices according to size and quality.[46]

III. Pupils: Age and Sex

In the preceding chapter, certain figures have been presented —especially in the summaries concerning academies in the years 1832 to 1838—which indicate the number of male and female pupils in those schools at the time specified. The figures show

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42 *MS. Minutes Wilkes County Trustees,* 9/7/1787.
43 Clark, W. A., *A Lost Arcadia,* 128 *f.*
44 LeConte, *op. cit.,* 6 *ff.*
45 *Ibid.,* 6-10.
46 *MS. Letter, Sereno Taylor to Governor Lumpkin,* Nov. 23, 1831.

that most of the academies had pupils of both sexes; this was the case universally where the academies were not specified by name as Male or Female. Of the 7,439 pupils returned in 1837, 3,793 were male and 3,646 were female. In the same year, of the 3,808 participants of the Poor School Fund, 43% were females. The tables in the preceding chapter give considerable information on the sex of the academy pupils.

While the range of ages of the beneficiaries of the Poor School Fund differed [47] somewhat, there was no discrimination otherwise on account of sex. Murray County reported in 1842 [48] the number of children entitled to a participation in the Poor School Fund over and under fifteen years of age, as Males 190, Females 176. While these poor children were limited to instruction in the rudiments of an English education, the limit of 15 years places some of these children in the age-range of Secondary Education.

Sparta Academy, Hancock County, in 1835, reported 47 pupils of whom 33 were male and 14 female. The ages of these pupils varied from 4 to 19 years.[49] It is probable that this represents the extremes in the ages of academy pupils. At a time when students entered college at thirteen, fourteen, and fifteen years,[50] only those academies attempting to offer more than minimum requirements for college entrance, or attempting to prepare for life those who did not intend to enter college, would be likely to have pupils as old as nineteen years. For students preparing for college, there were few studies and progress was comparatively rapid. Moses Waddel at 14 had completed the study of Latin, Greek, Arithmetic, Euclid's Elements, Geography, Moral Philosophy, and Criti-

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47 Cuthbert, *Digest*, Act 12/19/1823, concerning Common Schools in Baldwin County: Sec. VI mentions all male white children between 7 and 18 years, and all females of like description between the ages of 6 and 13 years.

48 *MS. Letter to Senatus Academicus*, Oct. 31, 1842.

49 *MS. Letter.* See Chap. IV, p. 93, for this letter.

50 Witness the instance of Jos. LeConte who was ready for college at 14, mentioned above. Abraham Baldwin entered Yale at 14.

cism.[51] He then taught school for two years before moving to Georgia. Going to Hampden-Sydney College, Virginia, at 20 years of age, he was graduated in one year. To be sure, Waddel was an exception, and he was educated outside of Georgia; but the facts of his case are corroborative of the statement that academies prepared boys at an early age for taking up work in college. The private schools of the time did this also: Thos. H. McCaull advertised an academy in Savannah in 1794, in which he offered to teach, at 3 dollars a month, "all the usual Branches of a College Education"; and "all the Learning common in English Schools at 2 dollars a month."[52] Nothing was said concerning the ages of his pupils; it was a case of doing the work for which the pupil was prepared. L. Q. C. Lamar went to Midway Seminary, C. P. Beman's school, at a tender age—probably under 10 years —as he was very little older than this when he attended the Manual Labor School at Covington.[53] Cotton Hill Academy, Clay County, had its most successful period in the years immediately preceding the Civil War, at which time Professor Norman F. Cooledge was the head of the Academy. This school granted diplomas to both young men and young ladies. From the best information available, it appears that the ages of pupils at Cotton Hill ranged from 12 to 19 or 20 years.[54]

From such specific instances as these one must arrive at the conclusion that the academies received into their lowest classes children who were beginning their school life. Most of the academies offered Reading, Writing, and Arithmetic—another indication of the youth of the pupils. Careful search of the records of Richmond Academy discloses nothing specific about pupil age: it does reveal the fact that from the earliest date, the studies offered included courses for children, "in

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51 Northern, Wm. J., *Men of Mark in Georgia,* Vol. VII, 389 *ff.;* also Waddel, John N., *Historical Sketch of Waddel Family.*

52 *Georgia Gazette,* 7/10/1794.

53 Mayes, Edw., *Life of L. Q. C. Lamar,* 28.

54 *From a letter dated April 1, 1931, written to the author by Mrs. Chas. M. Thompson, Eufaula, Ala., daughter of a graduate of Cotton Hill in 1861.*

the first stage, learning Letters, Spelling and Reading.''[55] From children beginning their education, on the one extreme, academies sometimes entered their pupils in the Sophomore and Junior Classes in college; probably at all times, when they offered Latin and Greek, they were able to prepare for Freshman admission. Richard Malcolm Johnston after five years at Powelton Academy, entered Mercer College as a Sophomore in 1839 at the age of 17, and found himself well prepared.[56]

The age of academy students was influenced somewhat by the age at which students were received in the colleges. This correlation between the grade of school and the age of pupil did not become apparent until both male and female colleges were established in the state, that is not until after 1836; prior to this date, only Franklin College sought academy students and only males at that. The University conducted at Athens a Grammar School from 1804 to 1829; while this was primarily a preparatory school, yet other courses were given to prepare for life. In 1835, the age of admission to Franklin College—for Freshmen—was made 16 years;[57] a few years later, Emory, Mercer, and Oglethorpe Colleges were bidding for academy students for college classes and instructing younger pupils in their preparatory schools. Twenty years later, the requirements for Freshman admission at the State University were raised, and President Church recommended still further advances, even though a decrease in enrollment should result.[58] In the female academies, especially the private schools, there were many special courses, such as music, drawing, painting, fancy needle-work, wax flowers. Such special courses made it possible for the female schools to accept older girls either as special pupils or as post-graduate students.[59]

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55 *Georgia Gazette*, 4/7/1785; *MS. Minutes*, 25th March, 1785.

56 Johnston: *Autobiography*, 10-20.

57 *Trustees' MS. Minutes*, 8/3/1835.

58 *Ibid., President's Report*, 7/30/1855.

59 *Georgia Journal*, 10/6/1831. Augusta Female Academy: School offers many extra studies. This will be more fully discussed in the Chapter on Female Education.

IV. School Terms

The academies generally had two terms of about five months each with vacations of varying length within the term; or they divided the year into quarters. Few schools conducted classes on Saturday; so strong was the feeling against Saturday classes at Richmond Academy in 1821, that the students revolted and declared their intention to absent themselves from the Academy on Saturdays. The authorities countered with a warning: absence on 3 successive Saturdays made a student liable to expulsion.[60] This school opened its first session on April 12, 1785.[61] At first it ran for the whole year, but at the end of each period of six months, the Board declared a holiday of from one to two weeks in order to employ new tutors and attend to other matters of business. Regular inspections were made by the Board, and it became necessary to declare a short holiday—one day to one week—on these occasions. Examinations were held at the end of each term, and it became customary to have a vacation period following these examinations, which were usually held in July and December. In 1789, the Board adopted a schedule of holidays[62] as follows:

At the end of the first quarter, one week;
" " " " " second " " "
" " " " " third " two weeks;
" " " " " fourth " " "
" Christmas " " .

An amendment to this schedule was adopted in 1793:[63] "examinations are to be held quarterly on the first Monday in April, July, and October. The public examination will be held the Monday preceding Christmas Day."[64] The hours of study were listed in 1807:[65] "Resolved that the hours of tuition in future be, from the 1st of October to the first of

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60 *MS. Minutes*, 3/25/20; 1/5/1821.
61 *Ibid.*, 3/25/1785; *Georgia Gazette*, 4/7/1785.
62 *MS. Minutes*, 7/21/1789.
63 *Ibid.*, 11/23/1793.
64 *Augusta-Chronicle*, 3/31/1798: gives notice to Trustees to meet at Academy for quarterly examinations.
65 *MS. Minutes*, 7/20/1807.

April in the morning, half-past 8 to 12 o'clock; for the afternoons, half-past 2 to 5 o'clock. From the 1st of April to the 1st of November, half-past 7 to 12 o'clock; evening, half-past 2 to six o'clock."

Washington Academy, Wilkes County, employed their first teacher, Samuel Blackburn, to commence on the first day of January, 1786; and divided the school year into quarters, setting the rates of tuition by the quarter.[66] Concerning vacations, it was agreed that "the master (to) have Two Vacations in the Year from Two to four Weeks each as he may think proper."

Before the beginning of County Academies, and even after that time, schools opened at any time of the year at which the master might determine to open. Advertisements sometimes appeared in the papers announcing the intention to open a school, "as soon as sufficient scholars offer;" and later an announcement appeared to the effect that the school "is now opened." Among the first masters to advertise in this way was Timothy Cronin: "This is to give notice to the inhabitants of Savannah, that the subscriber intends to open school at the same place where the late deceased Mr. Helvenstine kept school, on Monday next the 3rd of September."[67] . . . . On May 21, 1766, John Holmes advertised, as follows: "The subscriber having opened school opposite to Mr. George Baillie's book store, purposes teaching the English, Latin, and Greek Languages, Writing and Cyphering. He also intends keeping a Private Evening School, for the instruction of such gentlemen as cannot conveniently attend in the morning" . . . .[68] Similarly, James Whitefield inserted a card announcing to the public: "The Subscriber begs leave to inform his friends that he intends opening a school, on Monday the 20th of this instant April, ... Where he . . . . designs Teaching Latin, Reading, Writing and Arithmetic."[69] Less than two weeks later, he announced:

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[66] *MS. Minutes*, 6/7/1785.
[67] *Georgia Gazette*, #74, 8/30/1764.
[68] *Ibid.*, #139, 5/21/1766.
[69] *Ibid.*, 4/8/1867.

"Jas. Whitefield informs that he opened a school on Monday 20th this instant April."[70]

Alexander Findlay and James Seymour, A.M., opened their school in April;[71] having informed the public of their design, they later announced its accomplishment.[72] Edward Langworthy announced in October that he proposed to "Board 8 young gentlemen . . . . and to instruct them in the Latin and Greek Languages, Writing, Arithmetic, and several branches of the Mathematics."[73] Stephen Biddurph opening his academical school in March;[74] John Daniel Hammerer chose January;[75] J. Turner announced in May[76] that "he now has the direction of the Academy kept in General Jackson's office . . . ."

The opening dates of academy terms did not at once affect those of the private schools; nor was there at first, in the case of the Academies any considerable degree of uniformity. Bethesda College, as the institution was called at times, opened June 24,[77] but only for the reason that the school was ready for reopening at that date. Columbia Academy opened on the first of October under Moses Waddel;[78] Henry Academy, Henry County, announced its opening date as January 15th;[79] County Line Academy resumed on the first Monday in January;[80] Augusta Female Seminary resumed duties on or about the 15th of October.[81] This school gave through the newspapers the following information: "The vacation of this Seminary commenced on the 14th instant (December) and will close on Monday the 28th day of the present month, when the duties will be resumed . . . . The term will commence on the first day the pupil is entered, and end on the first of June

70 *Ibid.*, 4/22/1767.
71 *Ibid.*, 4/20/1768.
72 *Ibid.*, 4/27/1768 and 5/4/1768.
73 *Ibid.*, 10/25/1769 and 11/1/1769.
74 *Ibid.*, 3/2/1774.
75 *Ibid.*, 1/2/1776.
76 *Ibid.*, 5/27/1790.
77 *Georgia Gazette*, 6/7/1788.
78 *Augusta Chronicle*, 9/1/1798.
79 *Ibid.*, 12/23/1826.
80 *Ibid.*, 1/18/1840.
81 *Ibid.*, 10/1/1840.

next . . . . ''[82]. Midway Seminary, in 1835, opened on the first Monday in January;[83] Scottsborough Female Institute chose Monday, the 11th of January, for its opening day.[84] Monroe Academy, Walton County, resumed its ''services'' on the first Monday in January 1837; on which date also Rehobothville Academies reopened.

Washington Female Seminary gave a most definite division of the year: ''The year is divided into 2 terms of 5 months each, including a recess of 1 week in the middle of each term. The winter term commences on the first Monday in January and ends on the last Friday in May. The summer term commences on the 1st Monday in July and ends the last Friday in November.''[85] Perry Academy, in 1846, opened the next session on the second Monday in January;[86] Vineville Academy began the second term on the first Monday in July.[87] But Wesleyan Female College did not commence the second term that year until the first Monday in October.[88] Culloden Male and Female Academies commenced on January 11, 1847.[89]

A sufficient number of specific cases covering the academy period have been presented to justify the conclusion that academies had two terms—a winter term and a summer term—the first opening generally in January and the second in the summer months from May to September. Academies in the higher altitudes sometimes had only a short period of vacation in early summer, continuing soon thereafter in a climate more healthful for summer than the lower altitudes in which many of their students lived. A rather unusual case was that of La Grange Military Academy, which in 1860, announced two sessions of five months each:[90] the first session, July 5th to

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82 *Augusta Chronicle Sentinel*, 12/19/1840.
83 *Southern Banner*, 12/17 and 24/1835.
84 *Ibid.*, 12/24/1835.
85 Wilkes County, *Savannah Georgian*, 11/18/1841; 2nd Annual Catalogue, 1840.
86 *Macon Telegraph (Georgia Telegraph)*, 1/6/1846.
87 *Ibid.*, 7/21/1846.
88 *Ibid.*, 9/8/1846.
89 *Ibid.*, 11/24/1846.
90 Catalogue, 1860.

December 5th; the second session, February 5th to July 4th. This gave the two months of December and January as a winter vacation. The terms of the Southern Masonic Female College, Covington, Georgia (founded 1852), more nearly approached the present-day custom. In this case, the collegiate year was embraced in one term of ten scholastic months, commencing on the third Thursday in September and closing the last week in June.[91]

V. Tuition Fees and School Costs

Academies were not free schools; the land endowment, allowance for building, allowance from the annually distributed Academic Fund, special gifts, etc., did not furnish sufficient income to do more than start the school and pay part of the running expenses. Operation costs were supplied in one of the following ways:

1. By tuition charges, varying with the studies given to pupils of different ages. The Board paid the teacher's salary.[92]
2. By placing the school in the hands of the master with a guarantee of a minimum salary, any deficiency over the tuition collected to be supplied by the Board of Trustees.[93]
3. By placing the school in the hands of the master, who must fix his own fees and be responsible for thus collecting his own salary.[94]

The fees charged in academies varied according to courses taken; they were usually set at so much per quarter, though

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91 Catalogues, 1856 and 1860.

92 "That they assure and engage to pay to the said Wm. Rogers the sum of two hundred pounds, sterling, for one year . . . by quarterly payments in lieu of all other perquisites and considerations, except the use of the building and garden." (Resolution, Board of Trustees, Richmond Academy, 3/5/1785.)

93 In 1841, Effingham County Academy advertised for a Rector, offering a "small comfortable dwelling with a garden and some outbuildings," a salary of $400 paid quarterly, and the tuition money—all together worth about $1500 per annum." (*Weekly Georgian*, 7/15/1841.)

94 In 1788, Mr. Samuel Blackburn, for 3 years teacher of this school, made a proposition to the Board of Trustees; he would accept £190 for his services next year, or 60 £ plus the tuition money from the scholars; he agreed in case the second proposition should be accepted to employ an Usher at 50 £. (*MS. Minutes Trustees, Wilkes County Academy*, 2/26/1788.)

instances are to be found when there was a charge fixed per annum. Starting with the first academies, various tuition charges will be cited. William Rogers, the first Master of Richmond Academy, was employed for "the sum of two hundred pounds, sterling, for one year,"[95] for which Rogers must give his whole time. On this date, the Board fixed the tuition fees, as follows: "Resolved, that, to indemnify the Board and the fund of the County, the following sums be demanded for education.

1. Children in the first state, learning letters, orthography and history, four dollars per quarter.
2. Children in the second state, learning the principles of english Grammar and cyphering, five dollars per quarter.
3. Children in the third stage, learning the latin or greek language, or any branch of the mathematics, ten dollars per quarter."

Immediately the Board found these charges too high, and changed them to $2.00, $3.00, and $5.00 respectively.[96] The first charges had been published, so the revised charges were ordered published likewise.[97] For the first year, tuition fees collected amounted to £120. 4. 11½ for the second year, £167. 16. 3½; and for the third year, £285. 18. 6.[98] Rates remained at the last named figures,[99] for several years, but there was a change in classification of scholars: the 1st class now included students of the classics. This change appeared in 1802 when the new schedule of rates was adopted[100] as follows:

1st Class	$5.00 per quarter
2nd "	4.00 " "
3rd "	3.00 " "

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95 *MS. Minutes*, 3/25/1785.
96 *Ibid., Friday*, 4/15/1785.
97 *Georgia Gazette*, 4/7/1785.
98 *MS. Minutes*, 3/15/1788, *Master's Report.*
99 Except that in 1787, the quoted fees were in terms of English money:

1st Class:	17	shillings, 6 pence
2nd "	20	"
3rd "	45	"

(*MS. Minutes*, Meeting, 2/4/1787).
100 *MS. Minutes*, 10/29/1802.

The next change followed four years later and with it a change back to the first classification: "In the future the rates of tuition will be 3, 4, and 6 dollars per quarter for the 3 classes."[101] In the two decades following, it became necessary to move to another, more centrally located site, and erect a new academy building. The old building was in need of extensive repairs and more centrally located schools were taking their students.[102] In preparation for this move, 38 newly laid off lots, south of the Commons, were sold, which brought in $34,485.00 to the funds of the Academy.[103]

Female students had been received at the Academy for a number of years, and were given a prominent place on occasions of public examinations, the names of the prize winners being specifically mentioned in the Trustees' minutes.[104] But the girls seem to have been taught separately until 1819, having an instructor specially designated as "instructor for female students." This arrangement was not successful: after three months the "teacher of the females" requested the Board to allow his department to be independent of the orders of the Rector. The Board refused his request, and declared his position vacant.[105]

In 1815, the Trustees determined to establish a Branch Academy "on some healthy spot in the vicinity of Augusta"[106] to be operated during the summer and fall months. For this purpose, permission was secured from the Legislature[107] to erect such a school; and a plot of two and one-half acres of land in the Sand Hills, offered by the President of the Board,[108] was accepted as the site of the proposed Branch. While preparations were being made for the erection of the

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101 *Ibid.*, 12/21/1807.
102 *Ibid.*, 6/14/1800.
103 *Ibid.*, 4/28/1817.
104 *Ibid.*, 7/21/1789: . . . . Sally Parish excelled in their (females') exercises, and that she be presented with a volume of Thomson's *Seasons.*
105 *Ibid.*, 3/16/1811.
106 *Ibid.*, 3/4/1815.
107 *Ibid.*, 3/4/1815; Cuthbert, §180, 150, 12/18/1815.
108 *MS. Minutes, Trustees,* 3/4/1815.

building, the Branch was opened in a rented house on the Hill, erected for school purposes by Mrs. Sandwich.[109]

About this time, it was represented to the Board that there were numerous children desirous of an education but whose parents could not pay the tuition. The Board expressed itself as "being willing to obviate all inconveniences arising from this cause," and "Resolved that all such children be admitted in this institution free of expense."[110] It became necessary to employ an additional teacher in order to accommodate the "Indigent Pupils, and to limit the number of such pupils to the number already in the institution."[111] Other restrictions became necessary after the establishment of the Sand Hills Branch—the poor children evidently desired to attend the new school in its higher location; therefore, the Board exercised its privilege to exclude poor children from time to time, and definitely restricted their attendance at the branch: "Resolved that during the months of July, August, September, and October no charity students will be admitted to the Sand Hill branch of this institution."[112]

The next change in tuition rates came at this time of increased expense, necessitated by the establishing of the Branch, the erection of a new academy building, and the reception of a number of indigent pupils; there was also a redistribution of the scholars into two classes instead of three as heretofore. The Board fixed the charges, as follows:[113]

English Department	$6.00 per quarter
Classical	8.00 " "

Payable in advance.

Academy fees, especially in the towns where there were private schools also, were undoubtedly affected by the tuition charges in private schools; in general, fees in academies were lower

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109 *Ibid.*, 4/28/1817.
110 *Ibid.*, 7/3/1819.
111 *Ibid.*, 11/29/1819.
112 *Ibid.*, 3/25/1820.
113 *Ibid.*, 12/24/1819; Jan. 5, 1821. At this time (1821) there were two teachers in the English Department with 35 students each; the Rector taught the Classical Department, with 40-50 students. This would give an enrollment of 100-110.

than those demanded by the private masters. A great difficulty in making such comparison, however, results from the confusion arising from the use of dollars in some cases and Shillings, Pounds, Guineas, etc., in other cases.[114] After 1795, fees at Richmond Academy were reckoned in dollars.

John Franklin taught reading, writing, and arithmetic, "after a new and most concise method, at 12s. 6d. Sterling per quarter," in Savannah in 1767;[115] in the same city, Thomas Nicholson taught in private the French Language and the Classics "on very reasonable terms,"[116] and Edward Langworthy proposed to "Board 8 young gentlemen at 22 £ per annum and to instruct them in Latin and Greek, etc."[117] Rev. Thomas H. McCaull conducted an Academy at the Filature, Savannah, in which he taught all the learning common in English schools at 2 dollars a month, and all the usual branches of a College Education, if required, at 3 dollars a month.[118] His hours of Business were:

> From sunrise till one P. M. (except a short interval about 8 o'clock), and from 3 to 5.

McCaull's hours must have lacked appeal: in less than two years, William Nixon was teaching "where the Rev. Mr. McCaull lately taught."[119]

At the close of the century Messrs. Munns and Higham announced the opening of an academy for the reception of 40 Young Gentlemen . . . . "where every branch of literature requisite to complete the education of youth will be taught . . . .

> For French, Latin, and English 15 dollars per quarter, and 5 dollars entrance;

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114 McMaster, John B. (*History of United States,* Vol. I, 23), says that about 1790 money varied in value in different parts of the country where the Spanish milled dollar was in general circulation. In terms of this dollar, in New England 6 s. equaled $1.00; in New York 8 s. equaled $1.00; in So. Carolina and Georgia, 4s. 8d. = $1.00.

115 *Georgia Gazette,* 9/16/1767.

116 *Ibid.,* 2/1/1769.

117 *Ibid.,* 10/25/1769.

118 *Ibid.,* 7/10/1794.

119 *Ibid.,* 5/26/1796.

For English, Writing, Arithmetic and Geography, 8 dollars per quarter and 3 dollars entrance."[120]

This demand for an entrance fee was common practice in the more considerable private schools. Another instance was that of the Grammar School, kept by the Rev. Edward Lucas; here he offered to teach a number of Young Gentlemen Greek and Latin Classics at a Guinea and a Half Entrance, and Two Guineas a Quarter.[121]

When Sunbury Academy announced its opening in 1788, under Mr. Hitchcock of Yale College, it stated its price of tuition, as follows:

Reading, Writing and Arithmetic	4 £ Sterling per annum.
English Grammar, Geography, Surveying and Navigation	4 £ 15 s.
Latin and Greek Languages	5 £ 10 s.

Payments to be made quarterly.[122]

What happened when the parents did not pay the tuition charges? One such parent had four sons in the private school of Peter Spencer, and the latter being unable to collect the money due him, proceeded to enter suit. The affidavit presents several interesting items and is here copied.[123]

Mr. Thomas Pate in account with Peter Spencer, Dr.

		£. s. d.
1792	To schooling your four sons as day scholars at respective times from the 9th of July till the 28th Sept. amounting to 1 scholar for 56 days.	0.14. 0
	To your proportion of my washing and mending	0. 1. 8
		0.15. 8.

State of Georgia) Peter Spencer made Oath that the
Wilkes County) above amount is Just, and that he
) has not received any satisfaction
) for the same.

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120 *Ibid.*, 1/24/1799.
121 *Ibid.*, 2/2/1786.
122 *Ibid.*, 10/9/1788.
123 *MS. Letter, Wilkes County Papers.*

) Sworn to this 20th day of Novem-
) ber 1793.

W. M. Hammett, J. P.
Peter Spencer.

When Bethesda College advertised the purpose to open in June of the same year, the charges announced were unusual: viz, "30 guineas per annum for each student without discrimination of age, or class of education."[124] But already the Rev. William Nixon had opened an academy in Savannah which exhibited a strange reticence concerning the financial demands of education: "The prices of tuition shall be submitted to the parents of the scholars at the first public examination, which will be in one month after the date hereof."[125] When the time elapsed he announced the following rates of tuition:

English, Writing, and Arithmetic.	1 £. 10 s. per qr.
English Grammar, Writing and Arithmetic, Euclid's Elements of Geometry, Geography with Use of Globes.	2 £. 10 s. " "
Latin and Greek	2 £. 10 s. " "

One quarter's tuition to be always paid for in advance.[126]

Columbia Academy opened October first, 1798, having fixed the following rates of tuition: For Reading and Writing, English and Arithmetic 10 dollars per annum; for the languages and sciences, 20 dollars per annum.[127] The same charges were made the next year.[128] In the following decades there is evidence that fees were more or less uniform: Christopher Rankin, from Jefferson College in Pennsylvania, taught the classics and other arts and sciences in Milledgeville, "at the usual prices."[129] Benjamin H. Sturges taught a private country school in Hancock County, offering the Classics and "the more ordinary branches of English Education," and saying "terms

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124 *Georgia Gazette*, 6/5/1788.
125 *Ibid.*, 8/17/1786.
126 *Ibid.*, 10/5/1786.
127 *Augusta Chronicle*, 9/1/1798.
128 *Ibid.*, 10/5/1799.
129 *Georgia Journal*, 1/9/1810; 1/16 and 1/23.

of tuition will be as usual."[130] Six months later, C. Rankin, "who . . . . does not propose to teach the rudiments of our language," announced his terms as $10.00 a quarter.[131] Francis Cummins established a country Grammar School near Greensborough, opening January 1, 1811; he fixed his charges as follows: For Greek or Latin, $5.00; English Grammar or Geography, $3.75 by the quarter, paid in advance—the quarter to consist of twelve weeks.[132] S. Fisk's school in Hancock County offered "the several branches of literature usually taught in Academies." The terms were 10 dollars for reading, writing and arithmetic; 15 for English Grammar and Geography, and 20 for Latin and Greek by the year.[133]

The charges in these private schools were certainly higher than those demanded by the County Academies; and higher also than those of the University and the Grammar School attached thereto. The rate of tuition at the former, in 1801, was $24.00 annually;[134] at the latter, in 1804, $15.00 per annum for the classics; $10.00 for English.[135] The academies stated from time to time that their terms were reasonable or moderate or low: Wrightsborough Academy advertised an English and Classical School, at which "board can be obtained on very reasonable terms, tuition fees low, and situation healthy."[136] County Line Academy informed the public, "Our terms are moderate—the situation healthy—and every attention will be paid to the morals of the pupils."[137] Effingham Academy was more definite; here the rates were given as:[138]

Reading, Writing, and Arithmetic	$3.00	per quarter,
English Grammar, etc.	5.00	" "
Latin, Greek, etc.	8.00	" "

Some of the later schools, both male and female, adopted

130 *Ibid.*, 1/23/1810.
131 *Ibid.*, Wed., 7/25/1810.
132 *Ibid.*, 12/14/1810.
133 *Ibid., Extra Edition*, 12/2/1812.
134 *Trustees' Minutes*, 6/17/1801.
135 *Ibid.*, 5/31/1804.
136 *Augusta Chronicle*, 1/4/1840 (Columbia County).
137 *Ibid.*, 1/18/1840.
138 *Savannah Georgian*, 11/6/1841.

the names of Institute, College, and even University; but the age of admission of students and the courses offered clearly indicate that many such institutions were secondary schools. The Cherokee Baptist College, Cassville, a male school, had 72 pupils in 1858.[139] Their fees were as follows:

College Fees,	Fall Term	$16.00	Spring Term	$24.00
Academy "	" "	12.00	" "	18.00
Contingent Expenses		.80		1.20

Bowdon Collegiate Institute, Carroll County, founded in 1856, chartered 1857, had a military feature; and in 1858-9 listed 177 students, 85 of whom were in Primary and Female School. The school drew its students from twenty Georgia Counties and from Alabama, Florida, and South Carolina. The age of entrance was 14 years or over.

Rates of Tuition:	Fall Term	Spring Term
Collegiate Dept.	$16.00	$24.00
Engineering Dept.	20.00	30.00

Boarding was not furnished in the school, but in private homes; "8.00 per month is the usual price for board, room rent, fuel and washing. The total expense per annum is, exclusive of books and clothing, from $120.00 to $130.00."[140] LaGrange Military Academy was a 5-year school, accepting students from 14 to 23 years of age; 4′ 8″ or over in height. In 1860, the charges at this Academy were $100.00 for each 5-months session, and this included board.[141]

VI. Discipline

Discipline in the academies was a matter left generally to the masters, though there must have been a policy of discipline supported by the governing boards of the various institutions. The earlier period was one of discipline by the rod, which seems to have been an accepted principle rather than a matter for discussion. McWhir was selected as the Rector of Sunbury Academy, Liberty County, because he was scholarly, pious, and

139 Catalogue, 1858-59.
140 Catalogue, 1858-59.
141 Catalogue, July 1860.

strict in discipline. He was a firm believer in the virtue of the rod, but a generous instructor to the ambitious and studious.[142] Moses Waddel, one of the most famous old schoolmasters, was called "the father of Classical Education in our up-country, the school-master of Crawford, Calhoun, McDuffie, Peddigrew, Longstreet, et al."[143] Nathan S. S. Beman was in charge of Mt. Zion Academy, a co-educational school, intended to fit boys and girls for the business of life, or prepare boys for the more advanced classes in college. . . . His system was Draconian; he knew of but one penalty for the broken law—the rod. Carlyle P. Beman also was a strict disciplinarian. He believed in the rod for discipline no matter how old or how big the pupils.[144] Even when Waddel became President of the State University he found it difficult to get along without recourse to the rod; for the purpose of discipline he used the method of sending refractory boys to the Grammar School for "rustication," and perhaps for flogging as well.[145]

The most complete system of discipline by rules was that adopted by Richmond Academy; there were rules covering almost every phase of school life, from absence without permission to swearing, theft, drunkenness, and Sabbath breaking. The penalties for infraction of rules varied from admonition by the instructors to expulsion from the school. There is not sufficient material available to justify the conclusion that such rules were adopted by all academies; there is evidence sufficient to conclude that these rules represent the practice and attitude of academies through the period under consideration. The Rules and Regulations adopted for the Richmond Academy are given in their entirety. The first rules of punishment recorded were those adopted in 1811: the punishment was quite mild.[146]

> "Resolved that the names of the students who do not attend the quarterly examinations, be placed in a conspicuous part of the

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142 Northern, *Men of Mark*, Vol. I, 389 *ff.*

143 Chappell, A. H., *Miscellanies of Georgia*, Part III; Northern, *op. cit.*, Vol. II, 389 *ff.*

144 Northern, *op. cit.*, Vol. II, 389 *ff.*

145 Knight, L. L., *Georgia Landmarks*, Vol. I, 429; 436.

146 *MS. Minutes*, 7/20/1811.

Academy, for the inspection of their fellow students for one week, unless sufficient excuse be rendered to the Rector on the first day of the next quarter.''

Later, more definite and stringent measures became necessary, and a whole system of rules was adopted; these follow.[147]

''*Attendance on School*

1. The pupils belonging to the Academy shall assemble at the room or rooms appointed, not exceeding one quarter of an hour before the opening of the school.
2. No playing of any kind shall be allowed in the Academy lot before or during school hours, unless by special permission.
3. To prevent confusion in entering the School Apartments, the scholars present shall come in by classes, and shall retire in the same way, the more advanced classes proceeding first.
4. There shall be one time for all the pupils in the Academy to go out, both forenoon and afternoon, and this time shall not exceed 15 minutes. Should any pupil think proper to anticipate the stated time of going out he will lose his privilege to go at that time without permission.
5. In all cases of absence, except from bad weather, the absentee shall produce a certificate from his parent or guardian stating the cause and the duration of such absence.
6. No pupil shall leave his seat during school hours without permission from the teacher of his department.
7. No communication whatever shall be allowed betwixt the Scholars during School hours.

''*Books, Lessons & Recitations.*

1. All the books & stationery of each pupil shall be regularly and carefully kept in some compact form at his seat. Each pupil shall be answerable for the good keeping and preservation of his books.
2. There shall be no lending or borrowing of books without permission.
3. Every member of a class shall be furnished with books of the same kind.
4. In the interval of school hours lessons shall be assigned according

147 *Ibid.*, 12/14/1819.

to the discretion of the teachers to be committed and recited on opening of school.

5. Repeated failures to recite at the proper time, lessons given to be got in these intervals, shall render the delinquent liable to the penalties hereafter to be described.
6. In time of recitation no pupil shall prompt another, or tell him what he is reciting.
7. The order of the recitation shall always be left to the discretion of the teacher.

"Moral Conduct.

1. No youth can be admitted into this Academy who is known to be habitually immoral.
2. The following are the immoralities which shall be liable to the animadversion of the teachers. Profane swearing, lying, theft, drunkenness, Sabbath breaking, Cock fighting, gambling, obscene language or conduct of any kind. Quarrelling, fighting, frequenting vicious company.
3. The pupils of this Seminary shall be answerable to the officers for any of the above immoralities committed at any time or in any place.
4. Any student who shall become habitually immoral after his membership in this institution shall be repeatedly admonished by the Rector with a view to his reformation; and should he prove incorrigible, shall be afterwards reported to the trustees for expulsion.

"Conduct of Pupils towards the Officers.

1. Every officer of this Academy shall be regarded with marked respect by the scholars in the several departments.
2. No pupil shall be allowed to use disrespectful language, or to act in a disrespectful manner to any of the teachers.
3. Whenever any of the teachers shall enter a school room all the pupils present shall rise from their seats and face toward the center.
4. Should any number of Scholars be collected together at play in the Academy lot, or elsewhere, when a teacher passes them, they must desist from their noise and play until the officer has gone by.

"Conduct of Pupils out of School.

1. The Students shall maintain a respectful deportment toward all persons and shall not commit insult or outrage on any individual.

2. They shall not divulge or make known to any person out of school the transactions that take place during school hours.
3. They shall not commit violence on the person, nor trespass on the property of any one.

"Rewards.

1. For the first degree of excellence in the Classical Department there shall be a premium of a suitable Book in superb binding, containing on the cover in golden letters, the name of the pupil so distinguished, and the occasion of the premium.
2. For the first degree of excellence in the English Department, there shall be a premium of a suitable Book in superb binding, containing the cause of the donation in golden letters on the cover.
3. Inferior degrees of merit shall be rewarded with the attestations of the Board of Trustees on Public occasions.
4. All premiums shall be publickly distributed.
5. The subordinate rewards shall be commendation from the Rector in open School, a preference in the selection of speakers for Exhibitions, and particular mention to the Board of Trustees at their regular meetings.

"Penalties.

1. Repeated and obstinate violations of any of the Rules shall subject the offender to punishment.
2. It shall be the duty of all the Officers of the Academy to dispense with corporal punishment in all possible cases.
3. The only case in which bodily chastisement shall be resorted to, shall be obstinacy in the violation of the rules of the Academy.
4. All the instances of inferior delinquency, either in morals, learning, or industry, shall be noted in a Book kept for that purpose, and reported to the Trustees at their stated meetings and at Public examinations.
5. As every pupil in this Seminary must be subject to its rules, no one shall be considered so old as to be exempt from discipline.
6. Every kind of immorality shall cause the offender to incur the Penalties of the Rules.
7. All insolent & refractory conduct towards the teachers shall incur a penalty.
8. The Officers shall be authorized to affix shame & reproach to improper conduct by any method which they shall deem requisite, provided they have the approbation of the Rector.

"During School Hours.

1. There shall be no reading aloud, nor noise of any kind but by those who are reciting.
2. All the Arithmeticians must be classed and exhibit recitations in Arithmetic just as in Geography, English, Grammar, or any other study.
3. All the more advanced Pupils in the Classical & English Departments shall have daily readings in English Prose and Poetry according to the Plan exhibited by Miss Edgeworth in her 'Readings on Poetry.'
4. In reading or spelling in classes it shall be lawful for anyone who fails in the word after two attempts to be corrected and turned down by the one next in rotation.
5. Whenever a class is to recite, it shall be named by the Attending Officer and shall approach his seat, and the members of the class shall sit or stand at least one step from each other.
6. Any pupil that becomes habitually negligent during School shall be entered on the Books exhibited to the Trustees quarterly, the succeeding quarter shall be allowed the delinquent for reformation, and if at the end of that time he be not reformed, he shall not be allowed to enter the school again until satisfactory information can be obtained from the Parent or Guardian of such Pupil that he is no longer indolent.
7. Before each dismission of the School, lessons shall be assigned by the respective teachers to every Pupil sufficiently advanced to learn English Grammar and Geography, and these lessons shall be committed in the intervals and recited on the opening of school.
8. The method of instruction shall be for every branch, by question and answer.

"Academy Edifice and Premises.

1. Any injury done to the building by breaking or defacing the Plaster, by breaking the Glass, by incisions made with knives or other instruments, shall be repaired at the expense of the Pupil who commits the injury, and where it cannot be ascertained, it shall be charged in equal proportion to all the Scholars in that department where the damage is sustained. The estimate of this damage at the discretion of the Rector.
2. There shall be particular parts of the Academy lot which shall be apportioned to the Pupils for their exercises & recreation.

The parts in the occupation of the Officers, shall not be visited by any of the Students without permission.

"Religion.

1. It shall be an invariable rule for a certain part of the School to read daily a portion of the Scriptures before Prayers, and during this exercise silence & seriousness shall be observed.
2. Portions of Scripture shall be given occasionally to be committed to memory & shall be recited with explanations by the teachers.
3. No pupil shall be allowed to speak anything that may be an offense to Religion.
4. All pupils in this Seminary shall attend some place of Public Worship on each Sabbath, and should the Officers think proper to require it, a Certificate must be produced from their Parents or Guardians, stating the fact of their attendance.

"Personal Cleanliness and Dress.

1. Dress must be clean & decent, and no Pupil shall enter school in partial dress.
2. The face, hands and head must at all times be kept free from dirt and any other offensiveness.

"Public Examinations.

1. Those Pupils who absent themselves from Public Examinations without an adequate excuse shall forfeit the right to readmission into this Academy.
2. The Public Examinations shall be continued from day to day until the whole School shall have been thoroughly examined.
3. There shall be two Public Examinations in each year; one attended with an Exhibition to terminate by the 15th of May, and the other to take place on the 15th of December and days preceding, except when that day falls on Sunday."

It will be noted that penalties for infraction of rules are not specified; Rule 8 permits the officers of the academy to fix their own penalties subject only to the approval of the Rector. Rule 3 limits corporal punishment to special cases of repeated offenses against the rules.

Watkinsville Academy in 1836, had evidently passed beyond the day of corporal punishment. In a card to the public was this announcement: "Physical force is unknown in the disci-

pline of the School, yet the most perfect order is maintained.''[148] John O'Keeffe ten years later said of his school, ''His discipline shall be of a mild but stern character.''[149] But Mercer Institute about 1835 had a pretty strict system of discipline which permitted ''keeping the pupils in'' after school, whipping, and expulsion. Corporal punishment within certain ages seems to have been the rule: the emphasis placed upon discipline without ''physical force'' would tend to prove this.

Several military schools were established in the last decade before the Civil War; among these were the Georgia Military Institute, Marietta, Cobb County; Bowdon Collegiate Institute, Carroll County; and La Grange Military Academy, Troup County. These schools, by reason of their military feature, were supplied with a system of discipline very common in schools of this character, that is, the demerit system. At Bowdon Institute the Rules and Regulations included a ''scale of demerits,'' as follows:[150]

Absent from Prayer	10	Demerits
" " Drill	8	"
" " Recitation	6	"
Failure to speak at appointed time	5	"
Failure to read composition	5	"
Violation of any of the General Rules	10	"

Bowdon gave notice that it was not a house of correction: ''We are endeavoring to build up a select school—select in morals and in intellect. Drones and idlers will be entirely out of their element here, and cannot long remain . . . . Students of ability, application and good moral character, are the only ones wanted in this school . . . . ''

This statement is in the nature of a warning, and might well be construed as a means of discipline. It seems probable that the days of the rod were passing; the new attempt was rather to prevent objectionable acts on the part of students than to provide severe means of punishment for offenders.

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148 *Southern Banner*, 1/14/1836.
149 *Georgia Telegraph*, 12/29/1846.
150 Catalogue, Bowdon Collegiate Institute, 1858; also 1859,

CHAPTER VI

CURRICULUM AND METHODS OF TEACHING

I. Curriculum

Prior to 1783, the date of the enactment of the Academy Act, instruction in all branches of education offered at all was supplied by private tutors and governesses, masters employed by groups of families, adventure masters and mistresses, and teachers in charity schools. The only school with a definite organization in Georgia was Whitefield's Orphan House-Bethesda Academy; which, as early as 1765, while giving instruction to poor children looked forward to educating boys of wealthier families in the classics and higher branches of English and mathematics. From about this date, the private masters advertised their schools through the newspapers or offered their services for the teaching of specified subjects in which they had at least some degree of proficiency. Such school teachers doubtless offered their services prior to the establishment of newspapers; but little information is available about them before 1763, when the *Georgia Gazette* made its appearance. In the colonial period, said Boone, "for almost the entire country the only established agencies were private and parochial schools, and these, in the early days of Georgia, South Carolina, and Virginia, were superior . . . ."[1]. Again he said, "It was a part of the policy of the colonies, characteristic of the class who settled them,— . . . . to leave elementary instruction to the family . . . ."[2] Evidence from the newspaper source does not indicate that all elementary instruction was provided in the home; but it is evident that it was a matter cared for by the family either in the home or in schools of private teachers.

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1 Boone, R. G., *Education in the United States*, 347.
2 *Ibid.*, 58.

The first text books advertised for sale in Georgia were of two classes: first, those dealing with elementary subjects, such as arithmetic,[3] history, and spelling;[4] and second, those dealing with the classics.[5] Those of the second class were much more numerous. Similarly, the largest number of schools advertising in the early period were those offering instruction in the classics. For example, from a list of 70 schools advertising in various Georgia newspapers at different times through the period from 1764 to 1846, 36 were male secondary schools; of these 36, 33 offered instruction in the classics. Of thirty-two private schools of Savannah advertising in the *Georgia Gazette* from 1764 to 1799, seventeen offered classics; thirteen were English or elementary schools; only two were specifically female schools. In a list of 217 teachers, compiled from early newspapers, 57 were private classical teachers, 103 Rectors and teachers in academies, 57 were female teachers in academies and private schools.

The private master had first of all to make a living; to do so, he was often obliged to offer instruction in a wide range of subjects, though he might have preferred to confine his attention to a few subjects. There are cases in which the private master in addition to conducting a day school, offered courses in an Evening School;[6] or advertised his willingness to instruct young ladies during the interval between morning and afternoon sessions.[7] Some teachers stood ready to give

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[3] *Georgia Gazette*, 4/7/1763—No. I: Advertised for sale: arithmetics by Ewing, Hill, Fisher, Wilson, Donn.

[4] *Ibid.*, 6/23/1763—No. 12. Dilworth's small histories for children; Fisher's English Grammar; Greenwood's English Grammar; Dilworth's Spelling Book; Horn Books, etc.

[5] *Ibid.*, 6/23/1763. For example, Ainsworth's Latin Dictionary, Cornelius Nepos, Virgil, Caesar, Sallust, Horace; Barclay's Greek Grammar, etc.

[6] *Georgia Gazette*, #139, 5/21/1766. John Holmes "also intends keeping a Private Evening School."

[7] *Ibid.*, 10/25/1769. Edward Langworthy advertised "Young ladies may be taught English Grammar, Writing, etc., Privately;" *Ibid.*, 2/28/1799. "A few Young Ladies from 12 till 2, to be instructed in Writing, Arithmetic, Geography, etc."

lessons in French,[8] bookkeeping,[9] dancing,[10] or the use of the small sword.[11] Samuel Bird announced that he had opened a school at the Parsonage House . . . . to "instruct in the Latin and Greek Languages, and also the Reading and Writing of the English . . . . ". Two months disillusioned him—not enough pupils presented themselves for these subjects; so he informed the public that his plan for a classical school having failed, he proposed to receive all ages and both sexes, and to suit his studies to the needs of the children offering for his services.[12]

Few, if any, early adventure masters named in their advertisements the text-books they used in the several subjects; and, as has been shown, these teachers said little about their methods of instruction, but there is abundant material for information concerning the subjects offered. The master who in 1766 announced his purpose to teach the English, Latin, and Greek languages, also announced Writing and Cyphering.[13] Thomas Nicolson, lately from Europe, "Teacheth English, French, Latin, and Greek;"[14] he kept no school at this time, but was willing to consider a proposition to do so. James Whitefield at his school taught Latin, Reading, Writing and Arithmetic, an unusual combination of subjects.[15] "A single man of good character, who teacheth the Principles of the Latin, the French as accented in Paris, the right Spanish Castellans, and children to Read and White English"[16] sought to obtain a position either in a Latin School or in a private family. The teaching of the ancient and the modern as exemplified here was not unusual.

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8 *Ibid.*, 11/22/1775, Anthony Mantell offered: "French taught . . . . at private hours."

9 *Ibid.*, 3/2/1775. "From the hours of 3 until 4 o'clock, Book-keeping after the Italian method."

10 *Ibid.*, 8/30/1764. Timothy Cronin announced, "and dancing twice a week."

11 *Ibid.*, 3/2/1774. Stephen Biddurph. "From four till five the use of the small sword."

12 *Ibid.*, 11/27/1783; 1/22/1784.

13 *Ibid.*, 5/21/1766.

14 *Ibid.*, 4/22/1767.

15 *Ibid.*, 4/22/1767.

16 *Ibid.*, 9/23/1767.

Findlay and Seymour, opening a school in Savannah in 1768, proposed to teach "the following Branches of Literature, viz. Reading, Writing, Arithmetic both Vulgar and Decimal, Latin and Greek; also several Parts of the Mathematics, such as Algebra, Euclid's Elements of Geometry, Plain Trigonometry, Navigation and Surveying."[17] This was the usual array of subjects offered in the regular, business-like private schools; in such a school, pupils could prepare for college or for business, and pupils of all ages could attend. A re-arrangement of these subjects shows a close resemblance to the Academy courses of some years later, thus:

1st Stage: Reading, Writing, and Arithmetic.
2nd " English, Mathematics, Navigation, Surveying.
3rd " The Classics.

Edward Langworthy the following year offered nearly the same courses:[18] The "Latin and Greek languages, writing, arithmetic, and several Branches of the Mathematics, ..." and "the principles of the English language." Biddurph's Academical School covered the same ground but announced the courses differently:[19] "Latin, English, French and other languages, ...; Writing and Arithmetic both Vulgar and Decimal; and several other Liberal Arts and Sciences." John D. Hammerer opened a school for the instruction of "Youth in the Classics, and the usual Branches of English Education."[20]

During the years of the Revolution, very few school notices appeared in the *Georgia Gazette;* for over three years of this period the city of Savannah was occupied by the British and the life of the whole State reflected the strife and turmoil caused by war. The paper continued to appear "by authority," bearing the Royal Coat of Arms; it was evidently censored, and while there was no prohibition against school-keeping, no school notices were found from March 1779 to March 1783. Stephen Biddurph, who advertised in 1774, was still keeping

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17 *Ibid.*, 4/20/1768.
18 *Ibid.*, 10/25/1769.
19 *Ibid.*, 3/2/1774.
20 *Ibid.*, 1/3/1776.

school after the war: he advertised to teach "By the Month, at Four Dollars, Latin, French, Spanish grammatically, Navigation modeled without book or instrument, and several other Branches of the Mathematics." He required the payment of an entrance fee of two dollars.[21]

About this time, certain new studies began to appear, in addition to the frequent occurrence of surveying and bookkeeping among the subjects listed; and a new terminology for the old subjects—"The Theory of Arithmetic, Practical Geometry, Stereometry and the Rules of Algebra and dialing;"[22] Rev. Wm. Nixon instructed at his academy in the classics "and such sciences as are generally taught in European Colleges." "The grammar and parsing of our native language" were emphasized in this academy; "the Geometrical Demonstrations of Euclid, Astronomy, and Natural Philosophy, shall be given on the plate, according to the true principles of science."[23] The Rev. David Phillips came to reopen Bethesda College, in 1788, offering "every Branch of useful and polite Literature,"[24] to be given doubtless in the most approved English manner.

The designated Classical Tutor of Bethesda was the Rev. Benjamin Lindsay, lately from the University of Edinburgh; it does not appear that he ever taught at Bethesda, for within a few months he opened an Academy in Savannah for the teaching of the Classics.[25] The next year Lindsay joined with Samuel Chandler, who replaced Robert Walker, his co-worker in the first venture; they now opened an Academy in a house "built for the purpose in Drayton Street." The new school offered the following courses: French, Classical, Mathematical, and English . . . . "The more advanced pupils may . . . . be instructed . . . . in the principles of Geography, Astronomy, Rhetoric, and Belles Lettres."[26] Perhaps Lindsay was a difficult

[21] *Ibid.*, 4/4/1783.
[22] *Ibid.*, 2/24/1785. Teacher applies for position, offering these subjects.
[23] *Ibid.*, 8/17/1786.
[24] *Ibid.*, 6/5/1788.
[25] *Ibid.*, 8/28/1788.
[26] *Ibid.*, 7/16/1789.

man to work with; for after a year of association with him, Chandler opened a school of his own, and continued his evening school in which he gave instruction to young gentlemen in French, Arithmetic, Bookkeeping, and Geography.[27] Chandler came from North Carolina. He was a Master of Arts and had taught at Princeton College and in various academies, Richmond Academy among them;[28] for ten years he had been . . . . "in the unremitting habit of teaching the languages, and the liberal arts and sciences."[29] He was succeeded in this last venture by J. Turner, who continued the school, offering instruction in the classics, Mathematics, English Grammatically, Writing in all its various hands, Geography, Drawing, etc., ... "taught with assiduity and accuracy."[30] Turner carried on this work for eighteen months at least, for in December 1791, he gave notice of a public examination of his pupils at the Filature.[31] At that time it was announced that he "takes boys and girls upwards of seven years of age."

The most ambitious program attempted by an adventure master at this period was that of Rev. Thomas H. McCaull, who announced his intention to open in the Filature, in 1794, an Academy, in which he proposed to teach "all the Learning common in English Schools, ... and all the usual Branches of a College Education." No wonder that he had to start at sunrise and continue until 5 o'clock in order to carry out this program.[32] Even so, he was not successful; for in a short time he was gone from the Filature and in that place Rev. William Nixon taught an Academy. Nixon must have been influenced by McCaull, for he offered "English, Latin, Greek, and the elements of the sciences generally taught in Universities."[33]

The Filature—which in Europe might have been called the "Silk Hall"—became next the location of the school of Munns

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27 *Ibid.*, 9/24/1789.
28 *Trustees' Minutes*, 12/11/1788—Senior Tutor at £30 a quarter.
29 *Georgia Gazette*, 10/22/1789.
30 *Ibid.*, 5/27/1790.
31 *Ibid.*, 12/22/1791.
32 *Ibid.*, 9/10/1794.
33 *Ibid.*, 5/26/1796.

and Higham; they called it both Grammar School and Academy, and offered forty Young Gentlemen an opportunity to learn "every branch of literature requisite to complete the education of youth." More specifically, they offered two courses: French, Latin, and English; English, Writing, Arithmetic, and Geography.[34] What happened to Munns is not known; but he was soon replaced by Stouf with whom Higham continued at the Filature. They no longer offered Latin and French, but replaced these with Belles Lettres.[35]

Private schools were much more numerous in Savannah than in other parts of the state during the 18th Century. Besides being the oldest part of the state, Savannah was the largest town in it. Augusta grew fast, but most of the schools advertising there before the close of the century with the exception of Richmond Academy, were elementary or female. Christopher Rankin planned to open a school in Milledgeville, where he would teach "English Grammar, Latin, Greek, Mathematics, Geography, and the other arts and sciences, as far as can be without apparatus."[36] Six months later, he was still proposing to open a small select school as soon as six scholars were subscribed. He now proposed to accommodate twenty scholars, and to teach them "the Latin and Greek Languages, Rhetoric, Logic, Moral Philosophy, and the Mathematics;" he did not intend to teach English Grammar and common Arithmetic "except to those who are studying the languages."[37]

James H. Sturges opened a school near Milledgeville to teach Latin, Greek, English Grammar, Geography, and the more ordinary branches of English Education.[38] Francis Cummins, A. M., for many years a classical teacher, announced the opening of a Grammar School, January first, 1811, near Greensborough, where he would teach Greek and Latin, English Grammar and Geography.[39] S. Fisk opened his school in 1812, and proposed

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34 *Ibid.*, 1/24/1799.
35 *Ibid.*, 11/28/1799.
36 *Georgia Journal*, 1/9, 16/1810.
37 *Ibid.*, 7/25/1810.
38 *Ibid.*, 1/23/1810.
39 *Ibid.*, 11/14/1810.

to teach there "the several branches of literature usually taught in Academy:" he named these as reading, writing, and arithmetic, English Grammar and Geography.[40] Gabriel T. Mathis opened a Grammar School near his home in Clarke County, and advertised that he taught "the Latin and Greek Languages, Reading, Writing, and Arithmetic, the English Grammar—also Geography, with some other branches of polite literature" not specified.[41]

These years were full of trouble for the education of the State: comparatively few County Academies were chartered from 1800 to 1819,[42] and there appeared fewer notices of private schools. In 1816, in order to secure money for the University, lands belonging to it in Greene, Oglethorpe, Clarke, and Franklin Counties—29,000 acres in all—were offered for sale.[43] For a time the University closed, but it opened again in January 1817, under the Hon. Peter Early, as temporary President.[44] Not the least considerable of the troubles of the College was the poor preparation of its entering students; it could scarcely be expected to be otherwise since the academies and the private schools had a larger task than that of teaching Latin, Greek, and Mathematics to a small number of boys who must prepare for college. The samples of courses offered, as given in the pages immediately preceding—even without the inclusion of County Academy courses—showed the appearance of a number of subjects not demanded by the Colleges but required to fit students for business and life careers.

In order to urge upon the secondary schools the importance of attention to the business of sending properly prepared boys to college, the University, in 1814, published certain resolutions upon the subject, as follows:[45]

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[40] *Ibid.*, 12/12/1812.
[41] *Athens Gazette*, 5/1/1815.
[42] 1800-1809, 7; 1810-1819, 15 academies.
[43] *Athens Gazette*, 2/22/1816. Sales beginning May 6, 18, 20, 27th respectively in the several counties. The sales in Greene County alone amounted to $116,000.00.
[44] *Ibid.*, 1/9/1817.
[45] *Athens Gazette*, 7/28/1814.

> Whereas considerable inconvenience has arisen to the college from receiving students not sufficiently qualified to enter the respective classes, the following extracts from the rules of the college are published . . . viz.
> Chap. II. Sec. 1. Candidates for admission into the College shall be examined . . . and no one shall be admitted unless he shall be found able to read, translate and parse Cicero, Virgil, and the Greek Testament, and to write true Latin in prose, and shall also have learned the rules of vulgar arithmetic.

There is nothing new in this: for many years, the required subjects for College entrance remained the same; raising the requirements meant demanding more Latin, Greek, and Mathematics. The Academy curriculum covered a wider range of subjects, and the new subjects added to college requirements in the years following 1800—Geography, English Grammar, Algebra, Geometry, and Ancient History—had been taught by the secondary schools before they were required by the colleges. The same is true of other subjects offered by the academies: English Literature, Natural Science, History, Modern Languages, Natural and Moral Philosophy, Ethics, Surveying, Bookkeeping and Navigation. It was necessary to offer the commercial subjects and such subjects as Surveying and Navigation in order to provide the students the means of self-support.

Richmond Academy, opening in April 1785, proposed to accept children in 3 stages:

1. Children in the first stage, learning letters, orthography and reading.
2. Children in the second stage, learning the principles of English grammar and cyphering.
3. Persons in the third stage, learning the latin or greek languages, or any branch of the mathematics.[46]

For "scholars in the first degree" a teacher was to be employed "for a sum not exceeding 50 pounds for one year."[47] William

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[46] *Trustees Minutes*, March 25, 1785.
[47] *Ibid., loc. cit.*

Rogers, the first master, was employed to "teach the latin, greek, and English languages, and the common practical branches of the Mathematics, according to the rules established and practiced in the seminaries of learning in the United States."[48]

It does not appear that books were at this time supplied free to the students, for the Board commissioned a merchant to import a number of books and authorized him to sell them for a small profit. The exception to this practice was in respect to children of the lowest grade; at the opening of the Academy, the Trustees published a notice to the public, in which was this item: "Proper books will be furnished children in the first stage gratis."[49] There were imported for the use of the schools a considerable number of books, maps, globes, and instruments; so that this academy began its life under favorable conditions. The books thus secured cover a wide range of the work attempted; for this reason the list of books and instruments is given below:

English: Dictionary of Arts and Sciences; Preceptor; Johnson's Dictionary—four copies; Rollin's Ancient History, with maps; The World displayed, the latest collection of voyages, etc.; Humes History of England; Robertson's Charles V; Robertson's America; Modern Europe; Sully's Memoirs; Dr. Moore's View of Society & Manners; Abbe Raynal's E. & W. Indies; Gibbon's Decline & Fall of the Roman Empire; Spectator—4 copies; World—4 copies; Tatler—4 copies; Connoisseur—4 copies; Blair's Lectures; Kaimes Elements of Criticism; English Translation of Cicero's Orations; English Translation of Demosthenes; Gazetteer; Euclid's Elements; Guthrie's Grammar—12 copies.

Latin: Cordery's Colloquies—12 copies; Aesop's Fables—12 copies; Caesar's Commentaries—6 copies; Young's Dictionary —12 copies; Virgil—in usum delphini—6 copies; Horace—in usum delphini—6 copies; Cicero de oratore—6 copies.

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[48] *Ibid., loc. cit.*
[49] *Georgia Gazette,* 4/7/1785.

Greek: Whitenhall's Greek Grammar—12 copies; Greek Testament—6 copies; Schrevelin Lexicon—6 copies; Lucian's Dialogues—6 copies.

Miscellaneous: A set of Globes with large maps; Dolan's new achromatic Telescope, with a prismatic micrometer; Hadley's Quadrant; Set of Surveyor's instruments, with azimuth compass; 2 large Thermometers, Fr.[50]

In 1790, the Rector was made "Answerable for the amount of all books put into his hands belonging to the Seminary" (Oct. 29, 1790). The number of copies of the various books in the foregoing list was not sufficient to supply the whole class in many subjects; the purpose of the Board was probably to order a certain number of books to be used in the academy, and to require the pupils to purchase their texts from the same editions. At a later date, when rules and regulations were adopted,[51] this rule was included: "Every member of a class shall be furnished with books of the same kind;"[52] again (Rule 1) "Each pupil shall be answerable for the good keeping and preservation of his books." These facts indicate that the texts belonged to the school; but there is insufficient evidence to justify a conclusion of general application concerning the custom in the matter of text books at this one Academy, and there is no information about the practice of other academies.

With the erection of the new building in Augusta,[53] the Academy entered upon a more prosperous period. There was also a more definite statement of curriculum; a committee appointed for the purpose, reported in 1802 as follows:

> "That the students in the First Class may be taught the English Grammar, Oratory, Composition, Geography, Trigonometry, Surveying, Logic, Natural and Moral Philosophy, Astronomy, and the Latin and Greek Languages.

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50 *MS. Minutes,* April 4, 1785.
51 Dec. 24, 1819.
52 Rule #3, on Books, Lessons & Recitations.
53 This building served as Academy for about 125 years.

"That the students in the Second Class may be taught Reading, Writing, Arithmetic, English Grammar, Oratory, and Geography.
"That the students of the Third Class may be taught Reading, Writing, Arithmetic, English Grammar and Oratory.
"Which Report was agreed to."[54]

In 1807, the principle was definitely adopted that "to the Rectorship is committed the general superintendence of all the pupils at the Academy, and that he has the direction of the System of Education and the course of study to be pursued by them under the direction of the Board of Trustees. [That] the higher classes are to recite and be examined by him and are to be considered as a class more immediately under his special direction and management."[55] This same committee "would further recommend that the exercises of the day be preceded by prayer and, aware of the influence of example upon young minds, they would hope that the Teachers would evince their approbation of this duty and their opinion of its solemnity and importance, by a personal attendance." The recommendation of this committee was later incorporated as one of the rules on Religion[56]—an "invariable rule for a certain part of the school to read daily a portion of the Scripture before Prayers." Indeed, for some years previous to this action, the Rev. William Boyd, pastor of the Episcopal Church of Augusta, had been employed to teach Religion and Morals at the Academy. In 1793, the Rev. Mr. Joseph Wilson was elected, succeeding William Rogers. With the coming of the new Rector, the Rev. Mr. Boyd was no longer needed, and the assumption is that his duties as instructor in Religion and Morals were taken over by the new Rector. The method in which this instruction was carried out consisted in part at least of the assignment of portions of Scripture to be committed to memory and recited, with explanations by the teacher. Pupils were required to attend public worship every Sabbath; if there was any doubt about it, a certificate must be procured stating the

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54 Meeting Oct. 29, 1802.
55 *Ibid.*, March 31, 1807.
56 12/24/1819. See Rules & Regulations, Chap. V, VI.

fact of attendance. At this time, (1819) there were two Departments in the Academy, English and Classical; fees in the former were $6.00 per quarter, and in the latter $8.00.

For purposes of comparison, to note the changes in Curriculum over a period of years, the course as given in the Catalogue of 1784, is included here. The Academy at this date consisted of two departments, the Scientific, and the English and Classical; the courses covered a period of six years in six grades. These were divided into High School Classes, Intermediate Classes, and Primary Classes; fees of $25.00, $20.00, and $16.00 per annum respectively were charged. These subjects were listed as Studies: Astronomy, Chemistry, Natural Philosophy, Geology, Physiology, and Geography; Latin, Greek, English Grammar and Composition; Mathematics, including Arithmetic, Algebra, Geometry, Trigonometry in its application to Surveying and Levelling, Descriptive Geometry, Analytive Geometry, and Calculus; History, Reading, Spelling, Penmanship, Elocution, Debating, French, Bookkeeping and its attending studies.

Wilkes County Commissioners were slow in starting the erection of an academy building; but in June 1785, they employed a teacher to conduct the public school in Washington to begin in a rented house, January 1st, 1786. The courses planned were similar to those offered at Augusta, though not as extensive: Spelling, Reading, and Writing; English Grammar and Arithmetic; "Lattin Grammar and forwards."[57] There was no mention of Greek, though it may have been included. When the next Rector was appointed in 1794, he was allowed to fix the tuition charges according to the grading of the pupils in one of three classes, from the lowest upward.[58] This classification of pupils was continued in 1800, when the third class "shall include the Latin, Greek, Arts and Sciences."[59] When William Prince, Jr., was employed as Rector for a term of five years, May 1803-May 1808, his agree-

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[57] *Trustees Minutes*, 6/7/1785.
[58] *Ibid.*, 8/25/1794.
[59] *Ibid.*, 12/12/1800.

ment specified that "Prince shall teach or cause to be taught the Latin and Greek languages with such other branches as have heretofore been taught in the . . . . Academy provided such branches of literature shall be required to be taught." [60]

The first record of the purchase of books for this Academy was in 1786, the first year of operation, and consisted of the approval of a bill offered by George Matthews for the purchase of "Forty Lattin books and Twelve copper plates" for the use of the school.[61] The cost of these purchases was "Twenty-two dollars;" and this was the only recorded purchase of the kind for twenty years. Washington Academy had a difficult time getting started; within a few years it was placed in the hands of a master to collect his salary from the tuition fees. Under the circumstances, it is extremely unlikely that school books were furnished free of cost.

For those schools which undertook to prepare boys for Franklin College, the goal was definitely set from time to time. Some of the masters both of private schools and of Academies aimed at placing their students in Sophomore and Junior Classes. In 1814, the College authorities published the requirements for entrance to the freshman class, and the courses covered in the first two classes, with the definite statement that entrance to College was by way of examination by the President or the Professors. Entrance requirements consisted in the ability to read, translate, and parse Cicero, Virgil, and the Greek Testament, and to write true Latin in prose; together with a knowledge of the rules of vulgar arithmetic. After admission to this class, the course covered consisted of Cicero's Orations, Greek Testament, and practice in elocution. The Sophomore Class "shall read Horace, Homer's Illiad, algebra, geometry, mensuration of superfices and solids, and ascertaining of heights and distances, conic sections, plane and spherical trigonometry, navigation, surveying, geography, com-

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[60] *Ibid.*, 8/20/1803. "Appointment confirmed this date." Prince served 2½ years and resigned, *Ibid.*, 11/1/1805.

[61] *Ibid.*, 4/7/1786.

position, English grammar, and practice public speaking . . . . ''[62]

It is probable that so definite an outline of college requirements served as a standard for the secondary schools; moreover, the work outlined for completion in the freshman class of Franklin College, came within the scope of that offered by many academies and private schools; and the subjects listed as belonging to the sophomore class were likewise offered in many of the secondary schools. Many newspaper advertisements of these years confirm this opinion. P. MacIntyre advertised for a position in a private School or Academy in 1832, saying ''From his experience (10 years), (he) feels himself competent to teach all the branches . . . . preparatory to collegiate admission.''[63] The trustees of Washington Academy in Talbot County, advertised for competent male and female teachers '' . . . . well qualified to teach the various branches of useful knowledge generally taught in the academies of the State.''[64] About the same time, the trustees of the Male Academy at LaGrange, Troup County, wished to engage the services of ''a teacher of the first rate character;''[65] and Rock Mills Academy wanted a ''gentleman who can come well recommended;—a classical teacher would be preferred.''[66] Jefferson Academy, Putnam County, reported the re-engagement of ''their former Rector, Mr. Henry Davenport, ... who is a classical and chaste English scholar, and also a gentleman of undoubted moral character;''[67] and Lafayette Academy, Upson County, '' . . . . engaged the services of an experienced classical Teacher for the ensuing term.''[68] Lyceum Academy, Carroll County, engaged the services of Mr. Richard K. Hill . . . . and ''Mr. Thompson, a good English scholar of considerable experience . . . . ''[69]

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62 *Athens Gazette*, 7/28/1814.
63 *Georgia Journal*, 9/27/1832.
64 *Ibid.*, 10/27/1831.
65 *Ibid.*, 11/14/1831.
66 *Ibid.*, 11/17/1831.
67 *Ibid.*, 11/19/1831.
68 *Ibid.*, 3/15/1832.
69 *Ibid.*, 3/15/1832.

Crawfordsville Academy, in 1834, in giving notice of reopening, listed the following branches: ordinary branches, and Latin, Greek, French, Chemistry, Natural Philosophy, Logic, Rhetoric, and Algebra.[70] This academy made a bid for students planning to enter college, by saying "young gentlemen who aim to enter college can no where find a better preparatory school."[71] Other schools advertising college preparatory courses about this time were Sparta Male and Female Academy;[72] Constitution Hall Academy, Jasper County;[73] and Richmond Academy.[74] The last named, in 1840, was especially pleased to recommend itself to the full confidence of the public; of its teachers it was particularly proud: "Mr. Ernenputsch the Rector . . . . has charge of the Classical department and all the branches of education requisite for admission to our best colleges . . . . " Mr. King was "the principal English Teacher;" and the Summerville Branch was under the management of Mr. Franklin George; "on the whole, the Board confidently recommended to the public the principal Academy and the Branch . . . ., as being on a better footing than they have heretofore been, and promising great usefulness to those who may avail themselves of the advantages which they offer."[75] Midway Seminary was under the care of the Trustees of Oglethorpe University; and the Rev. C. P. Beman, principal of the Seminary, prepared students for college entrance.[76] Mr. Joseph Prince, A. B., took charge of the Male Academy at Monroe in 1836: "in addition to the branches usually taught in Academies, Mr. Prince will give instruction in the French Language, Geology, Mineralogy, and the higher branches of Mathematics, as Trigonometry, Surveying, etc."[77] The Trustees of the Male Academy at Madison, Morgan County, believed "that all the branches of a liberal education may be acquired"

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70 *Southern Recorder*, 12/16/1834.
71 *Ibid.*, 1/15/1834.
72 *Ibid.*, 12/23/1834.
73 *Ibid.*, 1/27/1835.
74 *Augusta Chronicle*, 1/14/1840.
75 *Ibid., loc. cit.*
76 *Southern Banner*, 12/17/1835.
77 *Ibid.*, 12/24/1835.

at that institution.[78] At this time, Franklin County Academy wanted a teacher—"one who is qualified to teach English Grammar and Geography, with the use of the globes, the Latin and Greek languages, and the Mathematics."[79]

As an example of the course in Latin taught in academies, the following is given as that taught in the Brothersville Academy in the late 30's by Thomas Holleyman: Commentaries of Caesar; Aeneid of Virgil; Odes of Horace; Satires of Juvenal.[80] The text books used in these early schools were selected by the teacher, who had very little choice. Holleyman used at Brothersville the following texts: Webster's Spelling Book; The New York Reader; Mitchell's Geography; Smith's Grammar; Davies' Arithmetic and Algebra; Comstock's Natural Philosophy; and Bullion's Latin Grammar and Reader.

By this time, the courses offered in academies must have caught up fairly well with requirements for college entrance; the next advance was made by the University, which raised its entrance requirements for admission, in August 1836. "For admission into the Freshman Class . . . . the applicant must have a competent knowledge of Virgil, Cicero's Orations, Greek Testament, Graeca Minora, or Jacob's Greek Reader, English Grammar, and Arithmetic."[81] It will be noticed that the increase over the 1814 requirements consisted of additional units of English Grammar and Arithmetic. President Church foresaw a probable falling off of enrollment, but felt that this advance was necessary. There were but 120 students at the University then, 25 of them Freshmen. The ten-month session was divided into three terms—August to November, January to April, April to August, with Commencement the first week in August.[82] Freshmen upon entrance were required to be at least fourteen years old. The Board suggested that the age of entrance be raised to sixteen years. The further suggestion

78 *Ibid.*, 12/3/1835.
79 *Ibid.*, 1/14/1836.
80 Clarke, W. A., *A Lost Arcadia*, 131 *ff.*
81 *Southern Banner*, 1/14/1836. Published resolution of Board.
82 Catalogue, etc., printed in *Southern Banner*, 3/10/1836.

was made that a Grammar School be established in connection with the college.[83]

This last recommendation would seem to indicate that the academies and private schools were not doing their work in a manner satisfactory to the University. The Grammar School had been abandoned many years before, after doing excellent service; there was also at least one Grammar School in Athens at the time of this recommendation. This was the Athens Male Academy, conducted by S. G. Hillyer, who had been a tutor at the University in 1834;[84] he resigned, and opened a private school.[85] The following year, it was advertised as Athens Grammar School.[86] Except for the fact that a Grammar School at the University would be under the direction of that institution, and that fees at such a school would be lower than in the academies; and for the further fact that most of the scholars would be preparing directly for entrance to Franklin College, there seems to have been insufficient need for the additional school.

This was the period of greatest academic activity; for two decades academies had been multiplying, fostered by a yearly grant of money from the Academic Fund. There were certainly schools in sufficient number to supply the demand for secondary education. The newspapers continued to inform the public of opportunities for education, both in County Academies and in private adventure schools. For example, P. Johnson reopened his school in Augusta in 1840, offering "all the branches taught in the Male Academies of this State." He made this more definite: he offered courses for beginners, or Reading and Spelling; for scholars in the Primary subjects; for all the common studies of an English education; for Latin, Greek, Bookkeeping and all the higher branches of education.[87] Columbia County Academy opened again with Mr. Lewis Potter,

[83] Catalogue, 1836, 11; Quoted in resolution of the Board for consideration of Senatus Academicus. *Southern Banner*, 11/26/1836.

[84] *MS. Minutes, Prudential Committee, University of Georgia*, Nov. 24, 1834. Resignation of Hillyer.

[85] *Athens Banner*, 1/14/1836. Re-opened.

[86] *Ibid.*, 1/7/1838. Re-opened Jan. 9th.

[87] *Tri-Weekly Chronicle & Sentinel*, 1/4/1840.

a graduate of Dartmouth College, as Rector,[88] who might be expected to prepare pupils for college. There were teachers available for these schools: "a young man who recently graduated from Yale College" sought a position in 1840;[89] and in the same year another man offered his services, "one who has had considerable experience in teaching, and who is thoroughly acquainted with the Latin and Greek classics, French . . . . a full course of Mathematics, Geography, and History . . . ., English Grammar, Philosophy, etc."[90] Messrs. J. B. and T. S. Mallard taught at Wathoursville Academy in 1841, offering courses "preparing for the highest class in College."[91] Effingham County Academy at Springfield promised that "boys will be prepared for College in the shortest possible time."[92]

A great deal might be said about the coming to Georgia of so many graduates of the various New England Colleges securing teaching positions in this newer state. The fact that a young man was a graduate of Dartmouth, Yale, or some other northern college, seemed to make him generally acceptable as a teacher in academies and private schools. Such a teacher offered himself in the following terms: "A young man who has recently completed his studies in one of the first institutions of New England, is desirous of obtaining a situation as teacher in an academy or private seminary, in a healthy location."[93] Moreover, there seemed to be every reason why imported teachers should be in demand. The graduates of the University of Georgia very rarely sought teaching positions. A search of the academy advertisements during the most prosperous period of academy existence has revealed the names of but two academy Rectors as graduates of Franklin College.[94] Adiel Sherwood, in the second edition of his *Gazetteer*,[95] was

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88 *Ibid.*, 1/9/1840.
89 *Ibid.*, 12/17/1840.
90 *Ibid.*, 7/23/1840.
91 *Weekly Georgian*, Savannah, 1/2/1841.
92 *Ibid.*, 11/6/1841.
93 *Georgia Journal*, 10/6/1831.
94 *Southern Recorder*, 11/12/34; Social Circle Academy engages Daniel Inglis, a graduate of Franklin College.
95 Sherwood II, 190.

moved to comment upon the situation, as follows: "Why is it that *school keeping* is so disreputable an employment in our State? It would be well if it could be relieved of the odium attached to it. Why is it that not one in fifty of the graduates of our College engage in the useful, but little esteemed task of 'rearing the young idea how to shoot?' We must instruct ourselves; and for this purpose we must engage in the *low* calling of school masters; *low* with us, because we have a foolish pride on this subject; but not *low,* where learning is more justly appreciated." Ten years after that time, both Emory and Mercer began to supply teachers for Georgia secondary schools.

With the organization of the Teachers' Society in 1832,[96] there began to be a feeling of proprietorship and professionalism on the part of at least a small group of Georgia teachers. The organizers of this society desired to establish a censorship over the teachers who should be allowed to conduct schools in Georgia, suggesting that machinery should be built up for examining teachers and licensing those upon whom they passed favorably. They may have been led to this conclusion by the fact that even as late as 1850 a considerable number of Yankees were coming to the State to secure employment in educational work. These northern teachers were attracted chiefly to the more prosperous towns, securing positions either as tutors in the better families or in female colleges or other schools of secondary grade.[97] The Milledgeville Federal Union in 1837 granted that "most of the teachers that are able have come from the north."[98] This statement applied equally well to female teachers: Mt. Holyoke, Troy, Boston, and New York contributed many excellent teachers to Georgia.

It does appear, therefore, that secondary education was improving throughout this period; that courses offered kept pace with the demand of the college; and that whatever new

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[96] Jan. 15, 1832. "A Teachers' Society and Board of Education for the State of Georgia has been formed at Milledgeville." *American Annals of Education,* ii, 98.

[97] *cf.* Shryock, *Georgia and the Union in 1850,* 81 *ff.*

[98] *Milledgeville Federal Union,* 8/10/1847.

subjects were demanded by the University were either anticipated by the Secondary Schools or incorporated soon thereafter in their courses of study. And the demands of the University did increase, though not rapidly. The previous significant advance noted was in 1836; the 1844 Freshman requirements were as follows: "... a candidate must have a correct knowledge of Caesar, Cicero's Orations, Virgil, John and the Acts in the Greek Testament, Graeca Minora, or Jacob's Greek Reader, Latin and Greek Prosody, English Grammar, Geography, Arithmetic, and Algebra through Simple Equations."[99] The advance in these requirements over those of 1836, consisted in the inclusion of the following subjects or units: Caesar, Latin and Greek Prosody, Geography, and Algebra. In these requirements the State University scarcely went beyond Mercer University; the published requirements for Freshman admission in 1839, at the latter, were the same as those given by the University of Georgia for 1844, except that Mercer did not require algebra.[100]

The last attempt to raise the standard of preparation for University entrance, within the period of this study, occurred in 1855; President Alonzo Church urged addition of the following units to the existing requirements:[101]

Davies' Bourdon's Algebra, through equations of the first degree.
Davies' Legendre's Geometry, through Second Book.
Sallust's Iugurthine War.
Xenophon's Anabasis, Four Books.

This was the first appearance of Geometry in the Freshman requirements, as was Xenophon's Anabasis. The specification of text books in Algebra and Geometry was likewise a new feature.

An analysis of the Academy Reports submitted to the Senatus Academicus in 1832, reveals certain facts about the curricula of academies; while the compilation of these reports is unsatis-

99 *Southern Banner*, 5/2/1844. Big spread ad. of Franklin College.
100 *Christian Index*, 1/3/1839; 4-9.
101 *Trustees Minutes*, July 30, 1855.

factory, yet it does show in general terms the courses offered. There are 108 entries on this list; their reports fall into the following classifications, and show the number of pupils enrolled:

TABLE No. 12

Figures from Academy Reports, 1832 and 1838

	Students			
	Male	Female	M. & F. Not Distributed	
39 Academies making no report; or reporting, gave no studies.	134	87	526	
1 Classics and English	82	—	—	
1 Higher English Branches	32	22	—	
1 All English Branches	34	46	—	
1 Various Branches	—	—	—	
50 Higher "	1239	810	952	
15 English "	294	172	173	
108 Entries	1825	1137	1651	Total 4,613.

The academies reporting or listed in 1838,[102] were distributed as follows:

Academies making no reports	24
" reported Various Branches	158
" " English "	7
" " Lower "	1
	190 academies listed.

The figures given above from the 1832 report have included the number of academies reporting various branches of study, and the number of pupils, male and female, in the several classes; those from the 1838 report do not include pupil statistics. The table below is a summary of all the reports, based on the number of academies reporting concerning their

[102] App. II, I.

studies and giving a distribution of those academies according to the branches of study specified.

TABLE No. 13

Academies Reporting Branches of Study

Year	Number Academies Reporting Branches of Study	Higher Branches				English and Classics	Lower Branches
		Various		English	Latin		
1832	69	1	50	17	—	1	—
1833	75	24	38	12	—	1	—
1834	74	39	5	19	—	—	11
1835	87	59	—	14	—	—	14
1836	88	58	—	28	1	—	1
1837	106	60	—	40	—	—	6
1838	166	158	—	7	—	—	1

Olmstead, writing concerning education in Savannah in the forties, admitted that public education had not received as much attention there as in many other places; he said it had always had a number of excellent private seminaries, and that Chatham County Academy offered "the Latin, Greek, and French languages, Mathematics, and the ordinary branches of Education." By way of summary, he said, "The character of the private schools . . . . was of a high order, and what was taught in them was thoroughly taught. The curriculum had not the ambitious breadth and universality of the modern school course, yet it is doubtful whether the average pupil of today can claim to be so faithfully grounded in . . . . the basic work of English and Classical Education as were the boys and girls who studied under Henry K. and James Preston, Wm. T. Feay, Rev. George White, and others, their contemporaries."[103] These teachers conducted private schools in part of Chatham County Academy building, and were especially strong in the classics.

[103] Olmstead, C. H., in *Georgia Historical Quarterly*, Vol. I, 1917, 251 *f.*

Examination of catalogues of several of the Colleges and Institutes of the late eighteen-hundred-fifties, shows that these schools, even when they granted degrees, were scarcely of college rank. They were probably better than the average academy in respect to the type of teacher, and the scope of the work offered in some subjects. Such a school was the Georgia Military Institute of Marietta, Cobb County. This school was established in 1851, and ran until 1864; incorporated as a college in 1851-2, by act of Legislature, it received State support and educated 10 young men as State Cadets. It offered neither Latin nor Greek. No one was admitted under 15 years of age. It is possible to list the books used in the four classes of this school; but these books do little more than give the subjects taught. The books were as follows:

Mathematics:
Davies' Arithmetic,
Bourdon's Algebra,
Church's Calculus,
Davies' Shades, Shadows, and Perspective,
Legendre's Geometry,
" Trigonometry.

French:
Value's Ollendorf,
Vie de Washington,
Manget's Analogy.

English:
Bullion's Grammar.

Geography:
Mitchell's.

History:
Frost's United States.

Philosophy:
Abercrombie's Intellectual Philosophy,
Bartlett's Mechanics,
Dana's Mineralogy,
Hitchcock's Geology.

United States Constitution—Kent's.[104]

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104 Catalogue, 1858.

Bowdon Collegiate Institute, founded in 1856 and chartered in 1857,[105] was a military school also, receiving boys of 14 years and older, and offering the degree of A. B. upon completion of the entire collegiate course. This school outlined seven courses, and published a long list of reference works. The courses as outlined consisted of a considerable number of books in various subjects; but there is no way to evaluate the work done. The subjects mentioned show considerable scope in Philosophy and Science, covering more ground than was usual in academies. A considerable number of current magazines were recommended for reading.

The courses and the books used were as follows:

English:

Brown's Grammar,
Porter's Rhetorical Reader,
Paley's Moral Philosophy,
Bledsoe's Liberty & Slavery,
Upham's Mental Philosophy,
Hedge's Logic,
Alexander's Evidences of Christianity,
Constitution of United States,
Wayland's Political Economy,
Blair's University Rhetoric,
Tytler's Universal History.

Latin:

Bullion's Grammar,
Historae Sacrae,
Caesar,
Cooper's Virgil,
Livy,
Horace, Tacitus,
Sallust,
Cicero de Senectute et de Amicitia,
Juvenal,
Cicero de Oratore,
Leverett's Lexicon.

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105 Facts from Catalogue, 1858, 8.

Greek:

Bullion's Grammar and Reader,
Xenophon's Anabasis or Cyropedia,
Homer's Iliad or Odyssey,
Demosthenes de Corona,
Herodotus,
Thucydides,
Plato's Georgics,
Sophocles and Aeschylus,
Donnegan's Dictionary.

French:

Manesca's French Grammar,
Grammaire Francaise par M. M. Noel et Chapsal,
Bolmer's Genders of French Nouns,
Bolmer's French Verbs,
Voltaire's Charles Douze,
Fenelon's Les Aventures de Telemaque,
Some French Periodicals.

Mathematics:

Davies' School Arithmetic,
University Arithmetic,
Bourdon's Algebra,
Legendre's Geometry,
Descriptive Geometry,
Shades and Shadows,
Analytical Geometry,
Church's Calculus,
Boucharlat's Mechanics,
Olmsted's Astronomy,
The Mathematical Monthly is recommended to the students.

Surveying and Engineering:

Davies' Surveying,
Gillespie's Roads & Railroads,
Mahan's Engineering,
Henck's Curves, Formulae and Tables,
Loomis' Practical Astronomy,
Weisbach's Mechanics.

Natural Sciences:

Comstock's Philosophy,
Olmsted's Philosophy,

Hitchcock's Geology,
Johnson's Turner's Chemistry,
Porter's Chemistry,
Students in Chemistry are also referred to the works of Stillman, Stockhardt & Regnaut.

The Cherokee Baptist College, at Cassville, was incorporated in 1855; in 1858-59, it enrolled 72 pupils, classified as follows:

Seniors	5
Juniors	5
Sophomores	18
Freshmen	22
Senior Academics	14
Junior "	8
	72 [106]

This school granted degrees in a peculiar manner: the degree of B. Ph. was given to those standing highest in two classes of Mathematics, two of English Literature, two of Natural Science, and one of Philosophy. The degree of A. B. was conferred for highest standing in two classes of Latin, or one of Latin and one of Greek; two classes of Mathematics; two of English Literature; two of Natural Science; and two of Philosophy. Finally, it gave the degree of A. M. for highest standing in all studies of the college of all four classes.

The text books mentioned were as follows:

For Academic Use:

Mitchell's Modern Geography,
Harkness' Arnold's First Latin Book,
Green's First Lessons in English Grammar,
Davies' Intellectual Arithmetic,
Sophocles, Greek Grammar,
Andrews and Stoddard's Latin Grammar,
Dodd's Arithmetic,
Parker's English Composition.

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106 Catalogue, 1858-59.

Collegiate Course:

Latin: Zumpt's Grammar,
Arnold's Prose Composition.
Greek: Muller's or Brown's Greek Literature,
Kuhner's or Crosby's Greek Grammar.
Mathematics: Davies' Legendre's Geometry.
Philosophy: Haven's Mental Science,
Olmsted's Natural Philosophy.
Ethics: Weyland.
(Hebrew if desired.)

These courses look somewhat higher than those offered in academies; especially those outlined for the Collegiate Department. In this respect the school resembled the modern Junior College. But again it is impossible to tell how thoroughly the work was done, and there is room for doubt as to the value of the degrees offered.

LeGrange Military Academy accepted boys of fourteen years and over, if they were at least 4′ 8″ in height. It was a five-year school, offering Languages, Literature, Science, and Philosophy.[107] It seems properly classified by its name—Academy—in name, as well as in aims and purposes.

The attempt has been made to represent the secondary school situation in regard to curriculum by presenting a list of secondary schools advertising through the ante-bellum period, and enumerating the subjects definitely mentioned by them. It has been necessary to exclude from such a list many schools, evidently secondary, that failed to specify any subjects of study or that gave their courses only in general terms. The list includes sixty-five schools, chiefly male schools, though in some of them females also were taught.

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107 Catalogue, July 1860.

These schools are enumerated on the following pages, with definite location and date.

TABLE No. 14
Secondary Schools: Subjects

Name and Reference	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Public Sp'k'g	Logic	Criticism	Belles Lettres	Arithmetic	Casting Accts.	Geometry	Trigonometry
J. Holmes, Ga. Gaz., 5/31/1766.....			x	x							x			
A. Fullerston, Ga. Gaz., 7/16/1766.....			x	x							x			
T. Nicholson, Ga. Gaz., 12/24/1766.....				x										
J. Whitefield, Ga. Gaz., 4/8/1767.....		x	x								x			
Findlay & Seymour, Ga. Gaz., 4/20/1768.....		x	x								x		x	x
E. Langworthy, Ga. Gaz., 10/25/1769.....			x	x							x		x	
P. Gandy, Ga. Gaz., 5/31/1769.....											x		x	x
S. Biddurph, Ga. Gaz., 3/2/1774.....			x	x							x		x	
J. D. Hammerer, Ga. Gaz., 3/2/1774.....	x	x	x								x			
G. Montell, Ga. Gaz., 11/22/1775.....		x	x								x			
S. Bird, Ga. Gaz., 11/27/1783.....		x	x	x							x			
Washington Academy, MS. Min., 9/2/1784.....	x	x	x	x							x			
Richmond Academy, Ga. Gaz., 4/7/1785.....	x	x	x	x							x		x	x
A. Paul, Ga. Gaz., 9/8/1785.....			x	x							x			
Edw. Lucas, Ga. Gaz., 2/2/1786.....														
B. Macho, Ga. Gaz., 5/25/1786.....			x	x							x			
Wm. Nixon, Ga. Gaz., 8/17/1786.....				x									x	
L. Cuisner, Ga. Gaz., 5/17/1787.....														
A. Delis, Ga. Gaz., 3/18/1788.....														
Bethesda, Ga. Gaz., 6/5/1788.....			x	x							x		x	x

TABLE No. 14
Secondary Schools: Subjects

Algebra	Geography	Use of Globes	History	Astronomy	Chemistry	Mineralogy	Nat'l Philos.	Moral Philos.	Pol. Economy	Latin	Greek	Spanish	French	German	Italian	Book-keeping	Surveying	Navigation	Drawing	Science	Mathematics	Geology	Architecture	Engineering
										x	x													
										x	x		x			x								
										x	x		x											
										x														
x										x	x						x	x						
x										x	x													
x																								
x										x		x	x			x		x						
	x									x	x													
													x											
	x									x	x													
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x	x									x	x													
																x								
										x	x													
	x	x								x			x							x				
				x			x																	
													x											
													x											
x		x					x			x	x		x							x				

TABLE No. 14—*Continued*

Name and Reference	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Public Sp'k'g	Logic	Criticism	Belles Lettres	Arithmetic	Casting Accts.	Geometry	Trigonometry
Lindsay & Walker, Ga. Gaz., 8/28/1788.....			x	x							x			
Sunbury Academy, Ga. Gaz., 10/9/1788.....		x	x	x							x			
Lindsay & Chandler, Ga. Gaz., 7/16/1789.....				x		x				x				
Chandler, Ga. Gaz., 9/17/1789.....			x	x										
J. Turner, Ga. Gaz., 11/19/1789.....			x	x							x	x		
J. Turner, Ga. Gaz., 5/27/1790.....			x	x										
Chatham Academy, Ga. Gaz., 9/19/1793.....	x	x	x	x	x		x				x			
T. McCaull, Ga. Gaz., 7/10/1794.....	x	x	x	x	x						x		x	
Wm. Nixon, Ga. Gaz., 5/26/1796.....				x										
Munns & Higham, Ga. Gaz., 1/24/1799.....			x	x							x			
Higham & Stouf, Ga. Gaz., 4/25/1799.....			x	x						x	x			
Columbia Acad., Aug. Chron., 9/1/1798.....		x	x	x							x			
C. Rankin, Ga. Jour., 1/9/1810.....				x				x						
B. Sturges, Ga. Jour., 1/3/1810.....				x										
F. Cummins, Ga. Jour., 1/14/1810.....				x										
S. Fisk, Ga. Jour., 12/2/1812.....		x	x	x							x			
G. Mathis, Athens Gaz., 5/11/1815....		x	x	x							x			
J. B. Grace, Macon Mess., 3/21/1823...	x	x	x	x					x		x			
Mt. Pleasant Acad., Macon Mess., 12/17/1823..	x	x									x		x	
Lake Acad. (Bibb), Macon Tel., 12/18/1827....	x	x	x								x	x	x	
Macon Academy, Macon Tel., 6/24/1828.....		x	x	x		x	x	x			x		x	x

TABLE No. 14—*Continued*

Algebra	Geography	Use of Globes	History	Astronomy	Chemistry	Mineralogy	Nat'l Philos.	Moral Philos.	Pol. Economy	Latin	Greek	Spanish	French	German	Italian	Book-keeping	Surveying	Navigation	Drawing	Science	Mathematics	Geology	Architecture	Engineering
										x	x		x								x			
		x								x	x						x	x						
	x									x			x								x			
	x	x											x			x			x		x			
	x																		x		x			
		x								x	x								x		x			
	x									x	x													
	x									x	x									x				
										x	x									x				
		x								x			x											
													x							x					
										x	x										x			
	x			x				x		x	x										x	x		
	x									x	x		x											
	x									x	x													
	x									x	x													
	x									x	x													
x	x																x				x			
x	x															x								
x	x			x						x	x									x				
x	x			x	x		x			x	x						x	x			x			

TABLE No. 14—*Continued*

Name and Reference	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Public Sp'k'g	Logic	Criticism	Belles Lettres	Arithmetic	Casting Accts.	Geometry	Trigonometry
John O'Keefe, Macon Tel., 10/3/1832....		x	x	x		x	x	x			x		x	x
Union Academy, Macon Tel., 12/12/1832....		x	x	x		x	x	x			x		x	x
Crawfordsville Acad., So'n Rec., 12/16/1834.....						x		x						
Hillsboro Acad., So'n Rec., 1/23/1834.....														
Private French S., So'n Rec., 1/23/1834.....														
Washington Sem., Macon Tel., 12/10/1835....		x	x	x			x				x		x	x
Valley Grove Acad., Macon Tel., 11/20/1838....		x	x	x			x				x			
Vineville Acad., Macon Tel., 12/4/1838.....						x					x		x	x
Scottsborough Male Acad., So'n Rec., 12/15/1831.....		x	x	x		x		x			x		x	x
Classical and Commercial Acad., So'n Rec., 6/26/1834											x			
Flint River Acad., So'n Rec., 8/16/1832.....		x	x								x			
Decatur Male Sch., So'n Rec., 12/7/1847.....		x	x	x							x		x	x
Monroe Male Acad., So'n Ban., 12/24/1835.....		x	x	x							x		x	x
Wrightsboro Acad., Chron. Sen., 1/4/1840.....				x										
P. Johnson, Chron. Sen., 1/4/1840.....	x	x			x	x								
Commercial, Classical & Mathematical Sch., Sav. Georgian, 5/1/1841...					x	x					x			
Polyglot & Classical, Sav. Georgian, 10/30/1841				x										
Effingham Academy, Sav. Georgian, 11/6/1841..		x	x	x							x			
Clarksville Academy, Ga. Tel., 1/2/1845.....				x		x								
Bibb Co. Acad., Macon Tel., 10/24/1848....		x	x	x							x		x	x

TABLE No. 14—*Continued*

Algebra	Geography	Use of Globes	History	Astronomy	Chemistry	Mineralogy	Nat'l Philos.	Moral Philos.	Pol. Economy	Latin	Greek	Spanish	French	German	Italian	Book-keeping	Surveying	Navigation	Drawing	Science	Mathematics	Geology	Architecture	Engineering
x	x			x	x		x	x		x	x						x	x			x			
x	x			x	x			x		x	x						x	x			x			
	x			x			x			x	x		x											
										x	x										x			
										x	x		x		x									
x	x									x	x						x	x		x				
x	x																							
x				x	x		x			x	x		x											
x	x		x	x	x		x		x	x	x						x							
	x									x	x		x			x								
	x									x														
x	x									x	x		x											
x	x					x											x					x		
	x	x								x	x													
	x									x	x					x								
	x									x	x		x			x								
										x		x	x	x	x									
x			x							x	x													
x			x							x	x								x					
x	x									x	x		x											

TABLE No. 14—*Continued*

Name and Reference	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Public Sp'k'g	Logic	Criticism	Belles Lettres	Arithmetic	Casting Accts.	Geometry	Trigonometry
Indian Spring Acad., Macon Tel., 12/19/1848...		x	x	x		x					x		x	
Strobel's Male Acad., Macon Tel., 3/6/1849.....		x	x	x		x					x		x	x
Zebulon Academy, Macon Tel., 11/23/1851....		x	x	x		x					x		x	x
Branham's School at Eatonton, Macon Tel., 7/8/1856		x	x	x		x					x		x	x
Total	9	32	43	47	4	14	6	6	1	2	46	2	23	16

TABLE No. 14—*Continued*

Algebra	Geography	Use of Globes	History	Astronomy	Chemistry	Mineralogy	Nat'l Philos.	Moral Philos.	Pol. Economy	Latin	Greek	Spanish	French	German	Italian	Book-keeping	Surveying	Navigation	Drawing	Science	Mathematics	Geology	Architecture	Engineering
x	x									x	x		x											
x	x						x	x		x	x					x	x						x	x
x	x									x	x		x											
x	x									x		x	x	x										
25	36	7	3	9	5	1	8	4	1	52	44	3	25	2	2	9	10	7	4	7	12	2	1	1

II. Methods of Instruction

Material for a study on the methods of teaching used in academies is very scarce; it seems probable that in the earlier years, teachers "just taught" without any definite idea of method. Certain items that might be included under method do not always so apply. The man who assured the inhabitants of Savannah, in 1764,[108] that they might "depend upon a *constant* school being kept," probably thought this constancy of greater value than a description of his manner of teaching. John Holmes, opening a classical school, flattered "himself that his method and attention to his business" would "merit encouragement;"[109] and John Franklin advertised that he "teacheth reading, writing, and arithmetic after a *new and most concise method,*"[110] without explaining what he meant by that. Findlay and Seymour opened a school where certain subjects "will be taught after the most easy and familiar methods;"[111] and Peter Gandy said of himself, "his methods of teaching children being well known in Savannah . . . . it needs no further explanation."[112] J. Turner took the management of a private academy in Savannah, where Latin, Greek, etc., "will be taught with assiduity and accuracy."[113] This teacher during the summer conducted school from six o'clock in the morning.

Christopher Rankin taught a school in Milledgeville, offering Classics and Mathematics, and sciences "as far as can be without apparatus;"[114] this is an indication that the use of the globes, of chemicals, and of simple apparatus, was coming into use in the better schools. For example, at Rev. Wm. Best's Classical and Mathematical Academy, "youth will be grammatically and methodically instructed in the Greek, Latin and English languages, ... Chronology, Geography, and Astronomy in a

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108 *Georgia Gazette*, 8/30/1764.
109 *Ibid.*, 5/21/1766.
110 *Ibid.*, 9/16/1767.
111 *Ibid.*, 4/20/1768.
112 *Ibid.*, 6/1/1768.
113 *Ibid.*, 5/27/1790.
114 *Georgia Journal*, 1/9/1810.

manner calculated to render its communication easy, with the use of the Globes, Tellurian and Planetarium; Writing, Arithmetic, Book-keeping and a system of concise and perspicuous method of calculation; . . . . Navigation and Land Surveying by theory and Practice." This school also had "a suitable astronomical, optical and electrical apparatus, with globes, maps whole and dissected." [115]

When Rev. Wm. Nixon opened his school in Savannah, he said, "All due care shall be taken of the Grammar and parsing of our native language, in order to enable such as may be unacquainted with the learned languages to speak and write English with propriety. The geometrical Demonstrations of Euclid, Astronomy and Natural Philosophy shall be given on the plate and in general terms, according to the true principles of science." [116] The Washington Female Seminary advertised in the Athens Gazette, offering "useful and ornamental education," and saying: "every effort will be made to introduce the pupils gradually to an acquaintance with those accomplishments that are sought for as indispensable requisites with sedulous care, informing the manners and polishing and proportioning instruction to the abilities and temper of the pupil." [117] John Carr, opening Mt. Enon Academy in 1814, proposed to teach "Reading, according to Sheridan's Method." [118] The Crawfordsville Academy, in 1829, taught the Sciences and Philosophy "by demonstration." [119] A few years later, Mr. Cooper, at Ocmulgee Academy, "pursues practically the most approved plans of instruction by induction, with oral and manual demonstration." [120] About the same time, a Board of Visitors to Major Armstrong's Female School at Eatonton said: "The method of instruction adopted, of illustrating by experiments upon appropriate apparatus, the more difficult principles of the higher branches of science, is deserving of every commen-

115 *Georgia Republican,* 11/22/1804.
116 *Georgia Gazette,* 7/17/1786.
117 *Athens Gazette,* 6/23/1814.
118 *Georgia Patriot,* 3/3/1814.
119 *Southern Recorder,* 6/27/1829.
120 *Ibid.,* 2/2/1832.

dation.''[121] The inductive method was employed in Watkinsville Academy in 1836: ''The various branches of English education, including ornamental painting, are taught in the most successful manner. The system of instruction is based upon the most comprehensive principles of the Inductive Philosophy.''[122]

T. Sandwich, announcing his Ladies' Academy in 1811[123] —which he said had been established for fifteen years—stated that the plan of education adopted for his school was that used at Bethlehem and Salem, ''one of the Teachers being educated at the former place.'' This exemplifies the fact that the methods of instruction employed in Georgia schools were often those used in famous Northern academies, from which many of the teachers of Georgia academies had come. This was true of private schools and academies alike; and the private school influenced the academy in respect to both teachers and methods. Sometimes the private master became Rector of an academy, and the ''late Rector of an academy opened a private school.''

The Female Academy at Sparta,[124] Hancock County, paid considerable attention to method; Sherwood thus describes this school:

> ''The plan of education adopted in this Academy is somewhat peculiar, and differs in some important points from the system pursued in most Female Seminaries; it is the 'Rensselaer Plan of Education,' the most distinctive feature of which consists in making every branch practical and causing the pupil to take the place of the teacher in all her exercises. For example, in giving the course in chemistry, the students are not taught merely by *hearing* lectures and *seeing* experiments; but they lecture and experiment themselves. Thus by a term of labor, like apprentices at a trade, they become operative chemists. A course of lectures on Botany is given each term, by the teacher, and each pupil is required to give a full course of extemporaneous lectures, and exhibit specimens by way

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121 *Ibid.*, 6/26/1838.
122 *Southern Banner*, 1/14/1836.
123 *Augusta Chronicle*, 5/31/1811.
124 Sherwood II, 161 (1829). Academy chartered 1818.

> of illustration, and taught to analyze plants, label them, and form a regular Herbarium. Geometry is learned by demonstrating all the propositions on the blackboard. The young ladies of this school can solve every abstruse problem in Euclid.''

This method of instruction did not last long; Sherwood said in his next edition (1837), ''about 1831 a model school was begun and has attracted young ladies from all parts of the State.''

The appearance of the Rensselaer Plan in Georgia within five years of the opening of Rensselaer School in Troy, New York, was remarkable; the connection between the two states, however, has not definitely been determined. Amos Eaton was Senior Professor at the Rensselaer School, and was much interested in female education; among his pupils and friends were Mary Lyon, founder of Mt. Holyoke Female Seminary; and Emma Willard, who established Troy Female Seminary. President Ricketts, in answer to an inquiry on this subject said: ''Without any question the Rensselaer Plan referred to is the plan of Eaton . . . . Eaton was the father of the plan. It was his method.'' [125]

While the connection between Amos Eaton and the Sparta Female Seminary is not clear, it is true that a number of teachers came to Georgia from Mt. Holyoke, and from Troy; between 1829 and 1855, at least twenty female teachers came from the North to Southern Schools.

The most specific information concerning methods of teaching is that supplied by Richmond Academy in the rules adopted in 1819: ''In the intervale of school hours lessons shall be assigned according to the discretion of the teachers, to be committed and recited on the opening of school . . . . Repeated failures to recite . . . . lessons given to be got in these intervals, shall render the delinquent liable to the penalties hereafter to be described'' . . . .

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[125] From *letter of Palmer C. Ricketts, President of Rensselaer Polytechnic Institute,* May 25, 1931.

During school hours, "there shall be no reading aloud, nor noise of any kind but by those who are reciting." But assignment of lessons was made for home study as well: "Before each dismission of the school, lessons shall be assigned by the respective teachers to every Pupil sufficiently advanced to learn English grammar and Geography, and these lessons shall be committed in the intervals and recited on the opening of the school."

The last rule on this list read as follows: "The method in instruction shall be for every branch, by question and answer." This question and answer method or recitation after study seems the most commonly employed method of the time. School books were sometimes constructed on this plan also. Only a few copies of text books known to have been used in the early schools of Georgia, have been available for examination. These books give little information concerning the methods used in teaching. Some Latin texts were printed entirely in Latin, footnotes included; probably an indication of method. Some History texts contained lists of questions following the subject-matter of the chapters; probably a suggestion for reviewing the subject just treated. In the case of Grammars, one text gave several examples of grammatical construction and followed by the rule applicable thereto.

Pestalozzianism was introduced in Georgia as early as 1815, by William H. Crawford, who had been American Minister to France, 1813-15. A school after this plan was established and maintained for some years through his influence and that of his father.[126] A group of interested men formed a society and made subscriptions for the establishment of such an institution, and the school was resumed in Wilkes County, near Mallory's, in the residence of Mr. Fleming Freeman. The Committee, consisting of William Lumpkin, Joel Barnet, and Charles Strong, announced the opening of the school on January 20, 1816, "at the same place where it has formerly been kept."[127]

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126 Gilmer, *Sketches*, 109.
127 *Georgia Journal*, 12/10—12/27/1815; 1/3—1/10/1816.

The school charged $50.00 a year for tuition, and $70.00 a year for board, "payable quarterly in advance."[128] It was in charge of Mr. Charles Skipwith, and the Committee advertising it was composed of George Moore, Charles Strong, and J. Gerdine.[129] How long this school was in existence cannot be ascertained; but no traces of Pestalozzian method have been discovered in academy teaching.

Lancastrianism appeared in Georgia somewhat later: The Augusta Free School was conducted on the Lancastrian plan in 1821. On that date, Rev. Mr. Moderwell announced a school "on the Lancastrian system, best English education for 3 dollars per quarter or for nothing according to the pleasure or ability of the party that enters. The teacher employed can instruct one hundred with the same ease that he would have in teaching twenty."[130] This school had a known existence of twenty years or more; Buckingham describes it as "a free school on the Lancastrian plan, originally instituted by private subscriptions, but since maintained by the interest of a large bequest made by a benevolent individual for its support, and now therefore rendered independent of all pecuniary aid."[131] In 1840, the school advertised as follows: "The exercises . . . . will be resumed on Monday next, the 5th October. There is a Male and Female Department. It is a Free School, and those who desire its advantages have only to send the Pupil."[132] No other Lancastrian school has been found; and there is no evidence that this school had any appreciable effect upon methods of teaching in academies.

While the scarcity of material on methods of teaching is not final proof that there were no methods consciously used, it does indicate that emphasis was placed on content and subject-matter rather than on methods of imparting and acquiring knowledge. It was probably unnecessary to teach A B C's by having the child stand at the master's knee, or to pinch the

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128 *Ibid.*, 3/13/1816.
129 *Ibid.*, 2/28/1816.
130 *Augusta Chronicle Sentinel*, 12/3/1821.
131 Buckingham, *Slave States*, 167.
132 *Augusta Chronicle Sentinel*, 10/6/1840.

ear of the child who could not learn to multiply; but it seems very likely that the *memoriter* method of teaching supported by harsh discipline was generally used. This would be indicated by the practice of assigning lessons to be learned prior to the time of recitation, and by the requirement, as in Richmond Academy, that recitation should be by question and answer. Only the exceptional schools declared they taught according to the "principles of inductive philosophy," or by the "Rensselaer plan of Education."

The academy period does not coincide with the time of emphasis upon method. Probably only the two systems of education, the Pestalozzian and the Lancastrian, were imported for use; and neither of these played a great part in the work of the Georgia academies.

CHAPTER VII

FEMALE SECONDARY EDUCATION

I. Early Private Schools

The attitude of the individual citizen of Georgia toward the education of his daughters resulted from his conception of the place of the female in the social system. Throughout the colonial period girls of the wealthier families were educated in the home or in private schools. Their "learning" at the best consisted in little more than a knowledge of reading, writing, and the simple rules of arithmetic, to which might be added instruction in needlework. This last came about more as a result of necessity than as a method of education. With the coming of statehood and the establishment of County Academies, additional opportunities were presented for the education of girls, although this was not deemed of as great importance as was the education of boys. The development of the academy as a male institution, or at best an institution for both sexes, brought about after a time the development of the female school of the type known as Female Seminary. This school, along with the private adventure schools for females, furnished education for girls and young women for many years. A newer type, and final type, developed in this ante-bellum period, was that of the Female Institute or "College" beginning in the 30's.

The age at which girls went to school can be determined partly by the provision made in the poor schools that females between 6 and 13 should be educated on the bounty of the State. Schools advertising through the medium of the newspapers indicated that children were taken at a very early age —the A B C age. These schools were similar to dame schools in England, in some respects mere nursery schools. The age of the pupil was indicated too by the appearance of schools for "masters" and "misses;" at this age, a boarding feature might be noted as included in the institution.

One of the features of education in the early period was the education of a limited number of orphans and poor children on the bounty of individuals or charitable societies. The most active of these societies in the education of orphans and poor children was the Union Society of Savannah, which claims to have the oldest orphanage in America and which is still carrying on the work of educating boys, maintaining a large, well-equipped orphanage on the site of the old Whitefield House of Mercy. At an early date (1768) the stewards of the Society announced through the newspapers that ten children would be schooled on the bounty of the Union Society, and asked that the names of worthy children be sent in to that society.[1] The Union Society did not at this time maintain an orphanage, but paid the expenses of the schooling and boarding of these children in other schools or in the home of some individual who would undertake their care and education. In the following year St. Andrew's Society, likewise a society of Savannah organized for the purpose of educating and supporting poor children, advertised[2] that a portion of their fund had been set aside for the education of ten children and asked that the names of worthy children be submitted. In these instances the word "children" is used, which indicates that both boys and girls were cared for by these charitable organizations. In later years the Union Society has limited its activities to the care and education of boys.

Of course, the shining example of charity education by private organizations is that of the Orphan House at Bethesda, an account of which has been given elsewhere. It was brought out in that discussion that while children of both sexes were cared for and educated at the orphanage, yet the girls were always in the minority. When Whitefield advertised in 1770[3] his intention of taking into the orphanage a few children, he asked the names of "any real helpless orphans in any part of this province" should be sent in with a true account of

[1] *Georgia Gazette*, 11/16/1768.
[2] *Ibid.*, 2/8/1769.
[3] *Ibid.*, 3/28/1770.

their condition and circumstance. There is nothing to indicate that there were fewer female orphans than male orphans, yet the charitable agencies certainly did more for the latter than for the former.

The lower schools of the period advertised education of children, most of them without specification as to sex.[4] The education of poor children on the bounty of the State was cared for not in separate schools, but in private schools or academies already in operation. The orphans and poor children were registered in their districts and the local authorities were required to make investigation and authorize the placing of these children in the nearby schools, and required to make report concerning the number, age, and sex of the children thus provided for. For a period of years before the establishment of the Poor School Fund, children were thus educated. Then after the creation of the Academic Fund for the support of institutions furnishing secondary education, at least in part, poor children might be educated in the Academies, having their tuition paid by the State from the Poor School Fund. Along with this scheme of education, there began to develop a system of common schools supported from the Poor School Fund. When in 1837 the annual contributions to the academies were cut off, the amounts formerly given to them were combined with the Poor School Fund to constitute a Common School Fund; it was the development of the common schools during this period that constituted the definite beginnings of the Public School System.

The discussion of educational legislation in a former chapter attempted to explain the slow development of the public school system in Georgia, showing that the stigma attached to the poor schools had a very definite effect upon their efficiency and usefulness; and at the same time favored the continuance of a large number of private adventure schools for boys and girls alike. Moreover, the education afforded in these common schools was limited to education in the "elementary branches

[4] *Ibid.*, 2/23/1774.

of an English education." All these facts, therefore, must be taken into consideration in the discussion of the secondary education of females. In addition, it becomes evident that the secondary education of the male and of the female differed fundamentally. There were certain subjects in a course of study offered to males that were rarely offered in girls' secondary schools. Similarly, the education of girls had different aims, and therefore included a variety of subjects which were never offered boys; among these subjects may be mentioned all forms of needlework, painting, drawing, the making of wax flowers, and music.

The advertisements of private masters during the period preceding and immediately following the Revolutionary War, used the word "children," which applies equally well to males and females, and the term "youth" which generally applies in these advertisements to males. James Whitefield advertised in 1767,[5] announcing his intention of opening a school for the teaching of Latin, reading, writing; but up to this point in the advertisement there was nothing to show that he taught both boys and girls in his school. However, he appended this note—"a few masters and misses will also be lodged and boarded." It is probable that many other such schools were opened, advertising in the same fashion, so that it is dangerous to conclude that these were male schools only.

Edward Langworthy made a very definite division of his school: during the day time he instructed young gentlemen in Latin, Greek, writing, arithmetic, and several branches of mathematics; but he offered to instruct young ladies privately in English grammar and writing.[6] This seems to be a typical illustration of the difference between the education of boys and girls. The classics and mathematics were always offered as subjects for the study of boys, whereas for the young ladies, English grammar, writing, and arithmetic were the chief subjects. As a further illustration of this, Mrs. Simpson, in

[5] *Ibid.*, 4/8/1867.
[6] *Ibid.*, 1/25/1769.

1790,[7] opened a school "for the instruction of young ladies in reading, writing, and all kinds of open and plain needlework."

Soon after Sunbury Academy was opened (chartered 1788), Mrs. Wells opened in Sunbury a boarding school for young ladies,[8] offering instruction in reading and several sorts of needlework. These girls Mrs. Wells instructed as half-day scholars; the other half-day could be spent in attendance at the academy. Just what additional studies were pursued in the academy, it is impossible to determine. When the Rev. Wm. Nixon opened his academy at the Filature in 1796, he took pupils of both sexes. The only subjects of education offered were Euclid, Latin, and Greek.[9] Another type of private school for girls was that in which older girls were instructed in subjects higher than the elementary subjects, and younger children of both sexes were taken for elementary subjects. Such a school was opened in Savannah in 1794 by Louisa Desmesteaux. This school-mistress offered the following subjects: all kinds of needlework, tambour, and embroidery; reading, writing, and figures.[10] As another illustration of the methods employed in the education of young ladies, and indicating that in many schools education offered to young ladies was given only incidentally, consider the following advertisement. In 1799, Munns and Higham were conducting a Grammar School in Savannah, offering to teach 40 young gentlemen French, Latin, and English; and English, writing, arithmetic, and geography. The lunch period of this school was from 12 to 2, and these gentlemen gave notice that they would instruct a few young ladies during this period in writing, arithmetic, and geography.[11]

From the few notices that have been given, and various others that might be included, the conclusion must be drawn that the education of females during this period was decidedly secondary to that of the males. Those schools which offered education to females only, taught the elementary branches, or

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7 *Ibid.*, 4/1/1790.
8 *Ibid.*, 1/7/1790.
9 *Ibid.*, 9/22/1796.
10 *Ibid.*, 1/2/1794; 11/24/1796.
11 *Ibid.*, 2/28/1799.

what might be called the English branches, with the occasional addition of courses in plain and fancy needlework. By comparison, therefore, the male schools were of much higher character, and offered courses in the classics and higher mathematics as well as in lower branches.

That the first schooling of girls was in the few rudimentary branches, and that this schooling was sometimes received in schools for boys, is indicated by this advertisement of a new school evidently planned to meet the objection against the education of both sexes in the same school.

> *"For Young Ladies in Augusta.*
>
> Mrs. Sandwich observing the difficulty attending the education of young ladies and that when their parents submit to the impropriety of sending them to a boy's school for reading and writing, the *useful & ornamental needle works* are wholly neglected; has therefore opened a school at the late residence of Dr. Montgomery, where every branch of education will be taught. *Six Young Ladies* can be elegantly boarded at 25 guineas per annum, and 5 guineas entrance (not a third of the charges northward, exclusive of the danger and expense attending so long a journey).
>
> Day Scholars for reading and needlework four dollars per quarter, and one dollar entrance; writing and arithmetic, two dollars; Geography and astronomy two dollars.
>
> Should the school become too numerous for Mrs. Sandwich and her daughter to conduct, teachers of known abilities (before she left England) will be engaged.
>
> N. B. The home is at a retired distance—a dry & healthy situation, which the doctor's long continuance there must evince." [12]

Sherwood wrote in his second Gazetteer: "In 1802, a female school was commenced at Athens, by Mrs. Allen and daughters. In 1805 Mrs. Dugas, a French lady, opened a boarding school in Washington, which flourished for a number of years." [13] This Mrs. Dugas was a refugee from the San Domingo massacre of 1791; other records favor an earlier start of her school in

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[12] *Augusta Chronicle*, 3/7/1795.
[13] Sherwood II, 241.

Washington, assigning it to 1792.[14] Mrs. Dugas taught at Washington until 1810, at which date she removed to Augusta and continued her school there. She now offered "the French language, the piano-forte; the different kinds of embroidery and drawing."[15] Mrs. Dugas was not in possession of the field in Augusta: as has been shown above, Mrs. Sandwich and her daughter opened a school there in 1795; and T. Sandwich had conducted a school near the same city as early as 1802. This may have been the same school now conducted under the leadership of the husband and father, in a building erected for school purposes. After keeping this school a few years in Augusta, Sandwich moved to the nearby Sand Hills. His advertisement, without telling a great deal, is interesting:[16]

> *"Ladies Academy*
>
> *Mount Salubrity near Augusta.*
>
> Many parents . . . considered the city unhealthy . . . the subscriber 8 years since erected a complete building for an Academy on this mount . . . the western side is fully shaded for the morning exercises, and of course the eastern side for the afternoons. Those who placed children at the Ladies' School at Washington will profit by this information . . . Terms as for 15 years, $30.00 per quarter and produce taken.
>
> The plan of education pursued at this Seminary, may be seen in a Tractate, entitled 'Mental Horticulture or the Improvement of the Mind' published by the subscriber. An eminent Master attends to teach the science of music, and a Forte Piano is in the House. A close carriage is also kept.
>
> T. Sandwich."

It would be interesting to read Sandwich's *Tractate;* but persistent search has failed to find it.

Then Mr. and Mrs. Askew arrived from London, and opened a school in Augusta. One can learn something specific about this school from the notices published about it.

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[14] *cf.* Blandin, I. M. E. *Higher Education of Women in the South before 1860,* Chap. 14.

[15] *Augusta Herald,* 2/15/1810.

[16] *Ibid.,* 3/29/1810.

"A Boarding and Day School, Mr. and Mrs. Askew from London.
(Augusta)

For the tuition of young ladies and gentlemen. Their terms for boarding and tuition, including washing, etc., are $30.00 per quarter, and for which their pupils will be taught Reading, Writing, Arithmetic and English Grammar, and by Mrs. Askew the young ladies will be taught the various branches of fine needle work. For day Schollars the terms will be the same as is customary in the city."[17]

Not to lose the interest of the public, Sandwich advertised again, claiming now that his school had been established upwards of fifteen years. This would prove the contention that the school advertised by Mrs. Sandwich was continued under Mr. Sandwich. He seemed to have had considerable knowledge of school-keeping, mentioning the methods of Salem and Bethlehem, and the practice at Bordentown of having a teacher for every twenty pupils. His advertisement read:

"Ladies' Academy,
Mount of Health,
near Augusta,
Established upward of 15 years!

Since the acquisition of an additional Teacher in polite literature, the subscriber has been most amply remunerated: and he holds himself pledged to provide an eminent assistant for every 20 pupils, as in Bordonton.

The health of this mount being fully ascertained, not a single case of fever having occurred, and the plan of education adopted as at Bethlehem and Salem, one of the teachers being educated at the former place; parents and guardians may now avoid the risk and expense of long journies into distant states.

Globes, Microscopes and Forte Piano are provided for the respective sciences, and a close carriage is kept for the use of the students. The buildings in point of comfort and utility, are equal to any in the state, and the cardinal points have been attended to for the sake of shade in the summer season.

Terms 120 dollars per annum, payable quarterly *in advance,* 80 dollars less than the Charleston prices.

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[17] *Augusta Herald,* 2/8/1810; *Ibid.,* 11/8/1810.

> The society of this Seminary exceeds any that can be enjoyed in private life by young ladies.
>
> T. Sandwich.''[18]

As noted above, Mrs. Allen opened a school in Athens in 1802; Athens, the home of Franklin College, began to attract residents by reason of that fact, and became the logical place of residence for families with sons to educate. It was not long before an enterprising school-mistress recognized the presence of girls likewise in these families, and school notices began to appear, thus:

> ''Female Academy at Athens.
> By the first of April next, Mrs. Smith
> will open a
> School
> in this town for the instruction of
> Young Ladies.
>
> She will teach all the common branches of an English Education, including English Grammar, Geography and History—the French Language, grammatically—Needlework, Embroidery, Drawing, etc. A Music Master of unquestionable abilities will be employed to give lessons on the Forte Piano, 3 times a week. Board and tuition from 100 dollars to 120.''[19]

The field of Athens was not to be left entirely to Mrs. Smith, for during the summer of the next year, competition began with the opening of Mrs. Brown's School.

> ''Female Education.—Parents and Guardians are respectfully informed that a Female Academy will be opened in Athens, Clarke County, on Monday the 4th of September. In this Seminary Young Ladies will be faithfully instructed in Reading, Writing, Accounts, English Grammar, Composition, History, and Geography; the French language with purity of pronunciation, and grammatical accuracy—In addition to this solid groundwork, ample provision is made for the embelishment of Female Education, Music, Drawing and Painting, Embroidery and all the usual varieties of Needlework. The most sacred regard will be paid to the moral deportment of the pupils

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[18] *Augusta Chronicle*, 5/31/1811.
[19] *Athens Gazette*, 2/20/1814.

> and a conscientious and parental attention bestowed on their general improvement.—This institution will be conducted by Mrs. Brown and assistants and is immediately under the patronage of several Ladies of the highest respectability. The Lady who will principally conduct the Academy is not solicitous to board her pupils, but prefers their being accommodated with their friends in the town. From Mrs. B's determination to render her instruction really useful —from the moderation of her terms, and the distinguished salubrity of Athens, she is emboldened to hope for a share of the patronage of a candid and liberal public.'' [20]

The schools advertised in the vicinity of Milledgeville were for the most part male schools, in which the classics were taught. Mary Franklin opened there in 1809, a school—probably female or mixed—in which she offered to teach ''reading and writing, and needlework, plain and ornamental.'' [21] In the same town Mr. Griffith offered to give French lessons at the homes of his pupils, ''one hour's lesson each day to each pupil.'' [22] Nothing concerning the age or sex of the pupils was mentioned in the public notice. The Baldwin County Academy was incorporated in 1807, and several excellent academies were established in the county in the decades following; but Milledgeville did not at an early date become an educational center.

Academies unless distinguished by name as Male or Female, usually received pupils of both sexes. Generally the sexes were segregated into Male and Female departments, and conducted under different teachers; though young boys and girls might be taught together. Richmond Academy was organized on a basis of male education; more attention was paid to the instruction of the boys, yet notice was taken of the girls as early as 1789.[23] In that year, at the quarterly examinations, the Board resolved '' . . . . that, of the Young Misses of the Academy, Sally Parish excelled in their exercises; and that she be presented with a volume of Thomson's Seasons.'' At this time examinations were conducted by the Board in the presence of

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[20] *Ibid.*, 8/31/1815.
[21] *Georgia Journal*, 12/12/1809.
[22] *Ibid.*, 6/3/1803.
[23] *MS. Minutes*, July 2, 1789.

"the Governor and the honorable members of the Executive Council together with a number of respectable gentlemen." The subjects in which the classes were examined were: for the under classes, spelling, pronunciation and the first rudiments of Geography; for the 2nd class, the principles of Geography and Trigonometry; and the several classes were examined in Latin. No mention is made of classes entirely female; but the giving of the prize to Sally Parish for excellence in Girl's Exercises, would indicate that female classes were separately taught.

In 1811,[24] Mr. Gilbert was reelected as instructor for the female students, to receive $300.00 a year plus all tuition money paid by female students. This again suggested a separate department.[25] Evidently the teacher so regarded it, for within three months he petitioned to be allowed to conduct his work independent of the orders of the Rector; the Board couldn't agree to this, and dismissed Mr. Gilbert.[26] This man had been announced as teacher of the Female Department when the Academy opened, November 1st, 1810, as "a gentleman highly respected for his talents and qualifications."[27] The only mention of girls taught with boys in this school is where it would be least expected: in 1819, the Board "Resolved that the Rector be authorized to receive female scholars in his immediate department as Classical Scholars, and that the whole number of Classical Scholars shall not exceed forty."[28] How many of the forty might be female is not stated.

In 1817, Richmond Academy rented from Mrs. Moise a building she had erected at Summerville for school purposes.[29] No other private teacher of females had a longer period of service than Mrs. Moise, and her schools seem to have been

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24 *Ibid.*, 1/2/1811.

25 The first woman to be employed by the Academy was Agnes Brown, elected bell ringer, Nov. 1793. Mrs. Hamill was elected Stewardess March 16, 1811 *(Ms. Min.)*.

26 *Ibid.*, March 16, 1811.

27 *Augusta Herald*, 11/8/1810.

28 *MS. Minutes*, Dec. 24, 1819.

29 *Ibid.*, 4/28/1817.

of high grade. Buckingham, in his discussion of Augusta in 1839, mentioned her in this way:

> "There are also some common schools for boys, and an excellent Seminary for girls under the direction of Mrs. Moise, a Jewish lady of great accomplishments, there being many wealthy merchants of the Hebrew nation settled here; and in this school every department of female education is well conducted." [30]

Mrs. Moise was not unmindful of the value of advertising her teaching staff; while Georgia was dotted with seminaries and academies, the ideal school of this kind was conducted in the North. This advantage she claimed in the following advertisement:

> "Mrs. Moise having returned, the duties of this Institution will be resumed here on Monday the 18th of November, assisted by the Rev. J. A. Root and Lady, at present at the head of the most extensive Female Seminary in New Haven, Connecticut. As heretofore, all the branches of a complete course of English studies will be taught. Also, the Latin, Greek, French, and Spanish languages, with music on the Guitar and Piano, Drawing in Crayon and Pencil, and Painting in Oil and Water Colors. . . . Young Ladies can be accommodated with board and Lodging, whose morals and deportment will be under the immediate supervision of Mrs. Moise. Terms as heretofore." [31]

The same lady conducted a Summer School at the Sand Hills, beginning on June 1st. The education offered in this summer school was typical of the best afforded in female schools of the day: English Education; French and other Languages; Music, Drawing, and Painting. The "other Languages" meant the Classics and Spanish as shown in the above quoted advertisement; how many pupils studied Latin or Greek or both cannot be determined.[32] Actually, no specific instance has been found of a girl studying Greek in either academy or private school.

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[30] Buckingham, *Slave States*, 167.
[31] *Augusta Chronicle*, Oct. 1839—Jan. 21 & 25, 1840.
[32] *Ibid.*, 5/5/1840.

In 1819, girls were admitted to the classes of the Rector of Richmond Academy for the study of the classics; several schools offered Latin without Greek, and several included that language, so it was not unheard of for girls to study the ancient languages. The Sandwich advertisements gave no indication of the inclusion of the classics in the studies offered; Mrs. Brown's school in Athens [33] certainly offered neither Latin nor Greek; Mrs. Bowen, in Washington,[34] offered every branch of useful and ornamental education, but this cannot be understood to include the classics. When the Augusta Female Academy opened under Mr. and Mrs. Twiss, the school offered instruction in Chemistry and Philosophy with suitable apparatus, but no mention was made of Latin or of Greek.[35]

But, on the other hand, by the thirties, mention of the classics began to appear in the better schools. From 1831 to 1835, Dr. Robert C. Brown and Mary L. Brown conducted the Scottsborough Female Institute,[36] a boarding school;[37] the classics were offered—Latin and Greek—also higher mathematics and science. "Dr. A. P. Nott, a Yale graduate and a regular M.D.," was the Classical and Scientific teacher. There were at least three male teachers in this school; and at least two female teachers who had resided in France for nine years.[38]

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33 *Athens Gazette,* 8/31/1815.
34 *Ibid.,* 6/16/1814.
35 *Georgia Journal,* 10/6/1831.
36 *Ibid.,* 12/9/1834; 11/14/1831.
37 At this school the young ladies wore a uniform or livery, as indicated by this notice:

"Scottsborough Female Institute
(R. C. and Mary L. Brown)

Resolved by the unanimous vote of all the classes that the Young Ladies be hereafter dressed in the following livery —

Winter School Dress. Brown Bombazine or Brown Circassian, with belt and tippet of the same, Brown Holland or Black Silk Aprons, with black leather shoes.

Winter Walking Dress. Black Silk or Brown Circassian.

Summer School Dress. Pink Ginghams, with belt and tippet of the same, Brown Holland or Black Silk Aprons.

Summer Walking Dress. White Dress and Pink Belts and Ribbons; Dunstable Bonnets trimmed with Pink." (*Georgia Journal,* 11/14/1831.)

38 *Southern Recorder,* 12/9/1834.

The school was purchased by Lucian and Victor Lataste, under whose management it was opened in 1836. It was then announced that, "The plan of education will be the same as that in the best regulated Colleges for females, in our country, and similar institutions for females in continental Europe." [39]

How much of the old plan of education as conducted by Dr. Brown was retained by the Latastes was not definitely stated; but the new owners evidently desired to keep up the same high standard. The name of the institution was changed to Georgia Female College,[40] conducted under Anna M. and Lucian Lataste. The remarkable innovation they introduced was the building of a "Female Gymnasium, for physical education," [41] the first instance of physical education with a gymnasium for girls that has been found.

The Baptist denomination, having established at Penfield an Academy and a University for the education of boys and young men, undertook to establish at the same place a superior school for the education of girls. This school was opened in 1839, and called Penfield Female Seminary. The first teacher was the Rev. Wm. Richards, who had had many years of teaching experience. It was announced that "The courses of instruction will be thorough and liberal, embracing every particular necessary to improve the *heart*, form the *manners*, enlighten the *understanding* and prepare the pupil to move with ease, respectability and usefulness in any circle of society or sphere of action." [42]

At the same time, in Wilkes County, was being organized the Washington Female Seminary, under a Board of Trustees who imported Miss Sarah W. Brackett and three other female teachers from Miss Dwight's Female Seminary in Northampton, Massachusetts. Miss Brackett's School offered instruction in three departments, with tuition charges varying from twenty-

[39] *Southern Banner*, 12/24/1835.
[40] *Ibid.*, 12/24/1836.
[41] *Ibid.*, 1/21/1837.
[42] *Christian Index*, 1/3/1839, 16.

four to forty-eight dollars a year, and additional charges for Music, French, and Drawing. Miss Brackett advertised as follows: "The discipline and studies in each department are carefully adapted to the ages and standing of the Pupils, and in each, the Bible is a book of daily study and recitation, being regarded, not only as a means of enlightening the conscience and purifying the heart, but as the *basis of all correct Education.*" [43]

Samuel Barnet also conducted a Female Seminary in Washington; he claimed for his school that "The course of instruction is as extensive and thorough as in any Female Seminary at the North." [44] The Athens High School for Young Ladies appeared about 1843; in the year following that, it offered, besides Elementary and Higher Branches, courses in Music, Drawing, Natural Science, French, Italian, and Spanish.[45] Operating at the same time, the Athens Female Academy, under Mrs. Flint, offered courses in Mathematics and Languages under the tuition of Dr. Flint.[46]

These schools were representative of the private adventure female schools existing in the academy period, and competing with the County Academies for female students. Considerable progress had been made in female education; the earlier schools offered little more than "the instruction of young ladies in every useful branch of English education." [47] The later and more progressive schools offered instruction in a wider range of definite subjects, given in a more scientific manner. Thus, the Washington Female Seminary advertised in the Athens Gazette, offering "useful and ornamental education," and saying: "Every effort will be made to introduce the pupils gradually to an acquaintance with those accomplishments that are sought for as indispensable requisites with sedulous care,

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43 *Ibid.*, 4/11/1839, 228, 240.
44 *Savannah Georgian*, 12/2/1841.
45 *Southern Banner*, 11/14/1843; 9/1/1845.
46 *Ibid.*, 12/19/1844.
47 Adv. of the School of Mrs. Guerineau on St. Simon's Island, *Darien Gazette*, 6/16/1821.

informing the manners and polishing and proportioning instruction to the abilities and temper of the pupil."[48]

But probably the most definitely described method was that employed in Watkinsville Female Academy, in 1836: "The various branches of English education, including ornamental painting, are taught in the most successful manner. The system of instruction is based upon the most comprehensive principles of the Inductive Philosophy."[49]

It will be recalled that T. Sandwich, announcing his Ladies' Academy in 1811, stated that the plan of education adopted for his school was that used at Bethlehem and Salem, "one of the Teachers being educated at the former place."[50] This exemplifies the fact that often the methods of instruction employed in Georgia schools were those used in famous Northern academies, and therefore considered the best methods; moreover, these methods would be known to teachers educated in the Northern seminaries, from which many of the teachers of Georgia schools had come. This was true of private schools and academies alike, and the private schools influenced the academy in respect to both teachers and methods. The extension of courses in several directions, covering subjects new to female education, is characteristic of the development of education at this period, and indicative of progress. The newer schools were breaking away from the old restrictions, were ready to follow new leaders. There was evident a decided tendency towards the better education of girls and young women, as well as a general educational awakening during the eighteen-hundred-thirties.

II. Female Academies and Seminaries and Their Teachers

The transition from education of girls in boys' schools to education in female schools alone, was gradual. That is, female academies and seminaries did not appear contemporaneously with the earliest male academies; but followed through the

[48] *Athens Gazette*, 6/23/1814.
[49] *Southern Banner*, 1/14/1836.
[50] *Augusta Chronicle*, 5/31/1811.

transition stage of academies bearing both names, and being conducted in two departments, one for each sex. This transition was characterized by the increasing importance of the female department, resulting in separate organization. An illustration of this may be found in the case of Hancock County: in 1836, Sparta Male and Female Academy received $222.04 from the Academic Fund; in the following year, having outgrown the dual organization, Sparta Female Academy received $190.60, and the Male Academy $74.26.[51]

The County Academy ledger accounts in the various counties extend from 1794 to 1841, and show the payments made on account of the Academic Fund. The records are arranged by counties and in some instances, no academy is specifically named. Here below are listed all academies called Female or Male and Female, in order to show to what extent the Female County Academy shared state appropriations in the years mentioned.[52]

TABLE No. 15

Contributions to Female and Male and Female Academies

Baldwin County		
1838, June 30. By amount apportioned to Milledgeville Male and Female Academy		$259.00
This amount had since 1834 been divided among 3 academies.		
Bibb County		
1836, Macon Male & Female Academy		250.66
Butts County		
1836, Cool Springs Male & Female Academy		119.45
Elbert County		
1834, Elbert Male Academy	$187.00	
" Female "	255.00	442.00
1836, Male and Female Academy		201.27
Philomaethae "		240.73

51 *MS. Record Book—County Academy Accounts.*

52 This Ledger shows 221 County incorporated Academies to which was given financial assistance.

TABLE No. 15—*Continued*

Hancock County	
1836, Sparta Male & Female Academy	$222.04
1837, Sparta Female Academy	190.60
" Male "	74.26
Jasper County	
1834-38, Monticello Female Academy was one of five academies to share annually in (1835, it received—$86.54)	461.00
Jones County	
1823-33, Union Hill Male & Female Academy was one of 4 academies to divide in that period	2,685.50
1834-38, Union Hill Male & Female Academy shared in a division of yearly appropriation of	466.00
Lincoln County	
1838, Lincolnton Female Academy shared as one of 4 academies in yearly distribution of	213.00
Monroe County	
1823-34, Forsyth Male & Female Academy; after 1834, this name appears in list of 7, sharing	544.30
1838, Culloden Male & Female Academy received	197.25
Morgan County	
1834, Madison Male & Female Academy appears in a list of six, which divided	405.00
1835, Madison Female Academy received	304.40
Muscogee County	
1838, Muscogee Female Academy received	104.09
Newton County	
1834, Female Seminary received	148.33
1835, Newton County Female Academy shares as one of 2 in	174.00
1836 Newton County Male & Female Academies received	311.50
Putnam County	
1838, Eatonton Male & Female Academies received	197.23

TABLE No. 15—*Continued*

Troup County		
1828-34, LaGrange Female Academy shares as one of 4 in		$1,257.95
1834-40, Shares as one of 3 in		1,774.00
In 1838 the county apportionment was:		
West Point Academy	$81.48	
LaGrange Female Academy	149.68	
" Male "	74.84	306.00
Upson County		
1836, Thomaston Male & Female Academies received		51.33

The above mentioned female academies are not all the female County academies in existence and chartered during the years 1794-1841; other female academies are simply not so named in the Ledger. The object in thus listing those above has been to show in what relation they stood to the whole number of academies within the county. Thus, in the account given above of Troup County, it is to be seen that of the three county academies dividing the county apportionment in 1838, the Female Academy had nearly as many pupils as the other two academies, and so received almost as much money as the two combined.

The complete list of Female Academies and Seminaries, and Male and Female Academies, follows. It is to be noted that 583 schools of the Academy class have been listed; of these, only 68 fall into the classes named here.

TABLE No. 16

Lists of Incorporated Institutions, Female or Male and Female, 1783-1860, arranged chronologically. (*Compiled from Academy Lists,* App. II, I.)

Female Academies, Seminaries, and Institutes

Year	County	Name of Institution
1821	Oglethorpe	Herman Seminary

TABLE No. 16—*Continued*

1824	Jackson	Harmony Grove	Female	Academy
1825	Jasper	Monticello	"	"
1826	Elbert	Elberton	"	"
1829	Clarke	Athens	"	"
1830	Talbot	Talbotton	"	"
1831	Troup	LaGrange	"	"
1832	Hancock	Sparta	"	"
1833	Newton	Newton	"	Seminary
1834	Monroe	Culloden	"	Academy
1835	"	Forsyth	"	"
"	Muscogee	Mt. Pleasant	"	"
1836	Clarke	Watkinsville	"	"
"	Coweta	Newnan	"	"
"	Hall	Hall County	"	"
"	Lincoln	Lincolnton	"	"
"	Meriwether	Greenville	"	"
"	Pike	Female		"
"	Richmond	Summerville	"	Institute
1837	Gwinnett	Female Seminary		
"	Pike	Zebulon	"	Academy
"	Troup	West Point	"	"
"	Walker	Lafayette	"	"
1838	Early	Ft. Gaines	"	Institute
"	Stewart	Florence	"	"
"	Wilkes	Danbury	"	"
1839	Columbia	Appling	"	"
"	Wilkes	Washington	"	Seminary
1840	Decatur	Bainbridge	"	Academy
"	Fayette	Fayetteville	"	"
"	Greene	Penfield	"	Seminary
"	Newton	Oxford	"	Academy
1842	Butts	Jackson	"	"
"	Harris	Hamilton	"	"
"	Walton	Monroe	"	Seminary
1847	Troup	LaGrange	"	Institute
1850	Walker	Lafayette	"	Academy

TABLE No. 16—*Continued*

1852	Decatur	Attapulgas	"	Academy
"	Houston (Peach)	Ft. Valley	"	Seminary
1856	Wilkes	Washington	"	"
1860	Newton	Oxford	"	Academy

Male and Female Academies, Seminaries, Institutes and High Schools

Year	County	Name of Institution			
1823	Madison	County	M. & F.	Academy
1832	Upson	Thomaston	"	"	"
1833	Baldwin	Midway	"	"	"
"	Jones	Union Hill	"	"	"
1834	Meriwether	Macedonia	"	"	"
1836	Stewart	Pataula	"	"	"
1837	Walton	Monroe (Co.)	"	"	"
1838	Dooly	Bristol	"	"	Institute
"	Macon	Lanier	"	"	Academy
"	Monroe	Culloden	"	"	"
1841	Pike	Griffin	"	"	"
1842	Butts	Iron Spring	"	"	"
"	Crawford	Knoxville	"	"	"
1849	Talbot	Centerville	"	"	"
1850	Lumpkin	Dahlonega	"	"	"
1852	Baldwin	Milledgeville	"	"	"
"	Pike	Male & Female High School			
1854	Columbia	Thomson Male & Female High School			
"	Heard	Southworth	M. & F.	Academy
1856	Butts	Indian Springs	"	"	"
"	Cass	Summerville	"	"	"
"	Carroll	Carrollton	"	"	Seminary
"	Clay	Cotton Hill	"	"	"
1857	Cass	Cartersville Masonic M. & F. H. S.			
"	Dade	Trenton	M. & F.	Academy
1859	Greene	Union	"	"	"
1860	Paulding	Dallas	"	"	"

It must be understood that many academies not distinctly named "Male and Female," taught both sexes. Such schools, like Male and Female Academies, were organized in two departments according to the sex of the pupils. As an example of departmental arrangement, note the situation here: Bibb County Academy had two departments; the Trustees, reporting to the Senatus Academicus on the condition of this academy in 1835, said: "The number of scholars taught in the male department .... has been 53. Of these, 18 have been instructed in Orthography, Reading, and Writing, 27 in Mathematics, Geography, History and Grammar, and eight in Latin, Greek, Mathematics, Natural Philosophy and Belles Lettres. For the same time, 93 scholars have been taught in the female department of said academy. These have been variously in Music, Chemistry, Natural and Intellectual Philosophy, Criticism, Ancient, Modern and American History, Grammar, Geography, and the lower branches of learning which are usually taught in common schools."[53] Lake Academy, a male institution also in Bibb County, in the same year taught the following branches: "The Latin Language, Natural Philosophy, History, Chemistry, English Grammar, Arithmetic, Reading, Writing, and Orthography."[54] In 1837, Madison County Academy, at Danielsville, reported 15 male and 11 female scholars; of these 26, only one (a boy) was studying Latin and Greek.[55]

An examination of the Bibb County report reveals the subjects taught; when the reports were compiled by the Committee on Public Education in Assembly Minutes, Lake Academy was credited with giving "Higher Branches."[56] In the 1838 report, the branches are given as "Various." Madison County Male and Female Academy, in 1832, reported 25 boys and 12 girls; the subjects reported were "Higher Branches." In 1832, Muscogee County Male & Female Academy enrolled 82 boys and 9 girls, and reported giving "Higher Branches." In

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53 From *Ms. Reports to Senatus Academicus.*
54 *Ibid.*
55 *Ibid.*
56 See App. II, III, for these reports of 1832-1838.

1838, Midway Female Academy reported 20 pupils, and stated that it gave "Various Branches." Lawrenceville Female Academy in 1838, had 32 pupils, and taught "Various Branches;" and at the same time the Lawrenceville Male Academy had 66 boys and 20 *girls*, to whom it offered "Various Branches." Madison (Morgan County) Male and Female Academy, reporting "Various Branches," enrolled 65 boys and 75 girls. LaGrange Female Academy in Troup County reported in 1838, having 30 *boys* and 33 girls; studies were "Various."

The several examples of academies given, and these are representative, indicate that courses offered to males and females were the same through first and second stages, or classes; from that point they differed materially. In the third stage, or highest class, the boys took Latin and (or) Greek, Mathematics, Natural Philosophy, some Science—Chemistry generally—and History; for the girls, there were Moral and Intellectual Philosophy, Geography, History, and sometimes Music. This course differed from that offered in many private female schools; the work in the County Academies confined itself more to the solid, traditional subjects, while that in private schools of the latter type was likely to include music, painting, drawing, and fancy needlework, and very likely to include French. In fact, the inclusion of music as a subject of instruction in Bibb County Academy was exceptional—not many mixed county academies offered this subject. The female department of Jefferson Academy, at Putnam, taught music as a senior subject; but other subjects offered in this school were unusual: 1st class, Music; 2nd class, Painting, Drawing, Chemistry, Astronomy, Belles Lettres; 3rd class, Grammar, Geography, History, Composition, etc.; 4th class, Spelling, Reading, Writing, and Arithmetic.[57] The courses taught in class two probably constituted all the secondary education in this department; apparently, music was given as a special subject to those girls who had completed the regular classes. At Cullodensville Male and Female Academies, the Female Department was conducted

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[57] *Southern Recorder*, 12/9/1834.

by Miss Warren: here girls were instructed in the "whole circle of female acquirements," which included instruction in the "higher branches of arithmetic, also Geometry, Trigonometry, Algebra, French and Latin, drawing and painting." Music was not mentioned.[58]

There are variables as well as constants to be considered in such a comparison: Augusta Female Seminary, a private school, offered Latin, Greek, French, and Spanish, as well as art and music;[59] on the other hand, Watkinsville Academy included ornamental painting and music. But the last named school presented certain other exceptional features: it engaged its chief teacher for a term of five years; it called Mr. and Mrs. Clark its "Rectors"—the first and only instance of a female Rector; and its system of instruction was based on the principles of Inductive Philosophy.[60]

Effingham Academy taught pupils of both sexes; the Rector assured the parents of prospective students that the instruction of their sons and daughters, both moral and intellectual, would be carefully attended to. The Academy also promised to prepare boys for college "in the shortest possible time;" what it would do for the girls was not guaranteed, at least there was no mention of music and painting. But Perry Academy had a competent teacher as "Female Assistant" to the Rector, and offered Music, Painting, and Drawing;[61] and at Culloden Male and Female Academies Mrs. Mather gave instruction "to the females in the ornamental branches."[62] Again, it should be noted that courses in the female seminaries differed from those offered to females both in male schools and in coeducational and mixed schools. In the latter, courses for girls were likely to conform more closely to those offered for boys. The County Female Seminary more nearly resembled its contemporary, the private seminary. To prove this point, the case of Appling Female Academy, Columbia County, might be cited: courses

58 *Ibid.*, 2/3/1835.
59 *Augusta Chronicle Sentinel*, 1/21/1840.
60 *Southern Banner*, 1/14/1836.
61 *Georgia Telegraph & Republic*, 1/6/1846.
62 *Ibid.*, 11/24/1846.

offered here were classified as English and Scientific; and there was a separate "Musical Department." [63]

The inclusion of additional subjects in the list of those offered to females was very marked in the later years of this period. It signified a tendency to break away from the narrow lines of female education as traditionally conducted in the Female Seminary,—especially a break with the restrictions imposed upon females in the old type academy. The wider field of educational opportunity had already opened before their advance; education of a higher, broader character was demanded for women.

Concerning the female teachers, and male teachers of females in academies and private schools, a great deal of information is available. As explained elsewhere, many of the teachers in advertising for positions in Georgia schools gave both their antecedents and their education. In many instances the female teachers were from the North and had received their education in well-known seminaries. Several of the teachers, also, had come from London; bringing with them ideas on female education as secured in English seminaries. The teachers of French frequently said that they had studied in France and were, therefore, in a position to teach French with the proper pronunciation. The earlier schools in particular were dependent for the preparation of teachers upon schools in other states; therefore, the outstanding characteristic of the female teacher of the seminary period was that she brought to Georgia educational ideals and purposes secured in some distant state.

The male teachers in female schools were often the managing heads of these institutions, or special teachers for extra subjects. In many instances also the male teachers employed in female schools had received their education and experience outside the state. Very few female teachers advertised their qualifications for teaching the classics; many were able to teach French; therefore, in those schools offering classics male teachers were usually employed for this purpose. Perhaps this summary by

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63 *Augusta Chronicle Sentinel*, 6/1/1840.

O. A. Park will more fittingly characterize the situation, though it puts the case somewhat strongly. "As the plantation system developed and the planters acquired more wealth, many 'Yankees' were employed as tutors and governesses in the better families . . . . Indeed we would not be far wrong in saying that secondary education in ante-bellum Georgia was largely in the hands of Puritan schoolmasters and schoolma'ms. When we attempt to appraise the influence of New England upon Georgia, we must not lose sight of this fact. The youth of the State at its most plastic and impressional age was in the hands and under the influence of these New England teachers . . . . "[64].

The following lists contain the names of *131* female teachers in *96* schools; and *67* male teachers in *52* schools; together with the names of the institutions with which they were associated. No attempt has been made to write the biographies of these teachers; the discussion in the various preceding chapters has in many instances characterized them. The teachers listed and schools named extend over a longer period than the years covered in the discussion of this section; it seems unnecessary to make separate lists of shorter periods, when there are few characteristic differences.

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[64] Park, O. A., *The Puritan in Georgia,* 29.

TABLE No. 17

Female Teachers and Female Assistants in Academies and Private Schools where secondary subjects are taught

Year	Name of School	Name of Teacher	Reference
1788	Private	Mrs. Gardner	*Ga. Gaz.*, 9/4/1788
1794	Private	Louisa Desmestraux	" " 7/10/1794
1795	Ladies Academy: Augusta	Mrs. T. Sandwich Miss Sandwich	*Augusta Chronicle*, 3/7/1795
1802	Athens Female School	Mrs. Allen and daughters	*Sherwood* II, 241
1809	Augusta Girls' School	Mary Franklin	*Ga. Journal*, 12/12/1809
1810	Augusta Girls' School	Mrs. Askew	*Augusta Herald*, 2/8/1810
1814	Private Female Academy: Athens	Mrs. Smith	*Athens Gaz.*, 2/10/1814
"	Mt. Enon Academy	Miss Carr	*Ga. Patriot*, 4/28/1814
"	Young Ladies' Academy: Augusta	Mrs. Grace	*Augusta Herald*, 5/12/1814
"	Washington Female Academy (Private)	Mrs. Bowen	*Athens Gaz.*, 6/23/1814
1815	Richmond Academy (Female Department)	Mrs. M. Dixon Mrs. M. Miller	*Augusta Herald*, 4/20/1815
"	Young Ladies' Seminary: Augusta	Mrs. Antoinetta Smith	*Augusta Chronicle*, 7/7/1815

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1815	Female Academy: Athens	Mrs. Brown	*Athens Gaz.*, 8/31/1815
1816	Powelton Academy	Miss D. W. Stebbins	*Ga. Journal*, 1/17/1816
1823	Sparta Academy (Female Department)	Mrs. Jull	*The Missionary*, 7/7/1823
"	Female Academy: Warrenton	Miss Sarah D. Raymond	" " 12/15/1823
"	Hillsborough Academy	Miss Elizabeth Spencer	" *Messenger*, 12/24/1823
"	Windsor Hill "	Miss S. M. Andrews	" *Missionary*, 12/29/1823
1824	Adelphi Academy	Mrs. Lindon	*Darien Gaz.*, 11/9/1824
1825	Wilkinson County Academy	Mrs. John S. Barry	*Ga. Journal*, 12/28/1824
1827	Sparta Female Academy	Miss Julia Warner	*Macon Telegraph*, 1/9/1827
"	Hillsborough Fem. "	Miss Griffin	" " 1/16/1827
"	Fayette County "	Miss Susanna S. Rhea	" " 1/30/1827
1829	Jackson Academy: Butts County	Susan S. Bradley	*MS. Report*, 1829
"	Greensboro M. & F. Academy	Mrs. Blair, Miss Martindale (from Mrs. Willard's School, Troy, N. Y.)	*Southern Recorder*, 6/27/1829
1830	Select School, for Young Ladies (Milledgeville)	Miss Benham (from the North)	" " 1/2/1830

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1830	Female Academy: Milledgeville	Miss Sarah M. Montgomery	*Southern Recorder*, 5/8/1830
1831	Washington Academy: Wilkes County	Mrs. Webster	*Washington News*, 1/4/1831
"	Scottsborough Classical, Scientific & English Seminary	Miss Grigg Miss Clarke Mrs. Mary L. Brown	*Southern Rec.*, 3/10/1831
"	Private Female School: Forsyth	Miss Emily Cooley	*Macon Tel.*, 6/29/1831
"	Augusta Female Academy (Private)	Mrs. Twiss	*Ga. Journal*, 11/6/1831
"	Hillsborough Academy	Miss Mary E. Bailey (from Troy, N. Y.)	*Southern Rec.*, 12/29/1831
1832	Scottsborough Female Institute	Miss Bliss	" " 1/12/1832
"	Scottsborough Female Institute	Miss Clark	" " 12/9/1834
"	Scottsborough Female Institute	Anna Lataste	" " 12/24/1836

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1832	Mrs. Bradley's Female Seminary (Newnan)	Mrs. Bradley	*Macon Tel.*, 8/1/1832
1833	Hillsboro Select School	Miss Lanthy Standifer	*Southern Rec.*, 1/10/1833
"	Forsyth Female Academy	Mrs. Byrd	*Macon Tel.*, 12/26/1833
1834	Meson Academy	Miss E. Thatcher	*Southern Rec.*, 1/15/1834
"	Private French School	Mrs. Maussenet	*Macon Tel.*, 1/23/1834
"	Mrs. Armstrong's School: Eatonton	Mrs. Armstrong	*Southern Rec.*, 5/2/1834
"	Social Circle Academy	Mrs. Sarah Peck (Graduate Milford College, Conn.)	" " 11/12/1834
"	Powelton Academy	Miss Rebecca J. Pratt	" " 11/12/1834
"	Vineville Seminary	Mrs. Jas. W. Armstrong	" " 12/11/1834
"	Jefferson Academy	Mrs. W. A. Florence	" " 12/19/1834
"	Union Hill "	Miss Virey Standifer	" " 12/23/1834
1835	Hermitage Female Seminary: Scottsborough	Mrs. Catherine Fitzgerald	*Macon Tel.*, 1/15/1835
"	Cullodensville M. & F. A.	Miss Warren	*Southern Rec.*, 2/3/1835
"	Female School: Macon	Mrs. Ellis Miss Ellis	*Macon Tel.*, 3/26/1835

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1835	Madison Academy: Monroe County	Miss J. A. Russell and her sister	*Southern Banner,* 12/3/1835
"	Washington Seminary: Talbotton	Miss A. Thatcher	*Macon Tel.,* 12/10/1835
"	Eatonton Academy	Mrs. Leigh	*Southern Rec.,* 12/15/1835
"	Monroe Female Academy	Miss Sarah L. Hays	" *Banner,* 12/24/1835
"	Hamilton Academy: Harris County	Miss Mary Thom	*MS. Report,* 1835
1836	Watkinsville Academy	Mrs. Clark	*Southern Banner,* 1/14/1836
"	Monticello Fem. "	Mrs. W. H. Hunt	*Macon Tel.,* 2/25/1836
"	" " "	Miss M. A. Taylor	" " "
"	" " "	Miss M. S. Taylor	" " "
"	Rehobothville "	Mrs. Lucinda A. Lowry	*Southern Banner,* 12/24/1836; 1/21/1837
"	Hamilton Academy: Harris County	Mrs. Ann C. Scott	*MS. Report,* 1835
"	Washington Academy: Wilkes County	Sarah Cain	" " 1836

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1836	Thomaston Female Academy: Upson County	Miss Wands Miss Stowton Miss H. Mattison	*Early History of Upson County,* 603 *ff.*
1837	Culloden Female Academy	Mrs. J. Darby	*MS. Report,* 1837
"	" " "	Miss Swift	" " 1837
"	" " "	Miss Winfrey	" " 1837
"	Forsyth Female Academy	Miss Cordelia Yates	" " 1837
"	" " "	Miss Louisa Yates	" " 1837
"	" " "	Mrs. Brown	" " 1837
"	Lafayette Academy	Lucy B. Cleeveland	" " 1837
"	Morgan County M. & F. Academy	Mrs. Sarah Speed	" " 1837
"	Morgan County M. & F. Academy	Miss H. Raymond	" " 1837
"	Muscogee County Academy	Mrs. Jane Leigh	" " 1837
"	" " "	Miss Cooledge	" " 1837
"	" " "	Miss McNair	" " 1837
"	Bibb County Academy: (Female Department)	Mrs. Nappier Miss Lord	" " 1837 " " 1837
1838	Forsyth Female Seminary	Mrs. Brown (Music)	*Macon Tel.,* 1/8/1838

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1838	Houston County M. & F. Academy	Mrs. Sara Parker	*Macon Tel.*, 5/7/1838
"	Egerton's Private School: Augusta	Mrs. Egerton	*Southern Rec.*, 7/13/1838
"	Private French School	Mrs. Makenau	*Macon Tel.*, 10/2/1838
"	Private School: Washington	Miss James	*Southern Rec.*, 12/4/1838
"	McDonough Academy: Henry County	Mrs. Mann	
		Miss Cornwall (from New Haven)	*Ga. Telegraph*, 12/4/1838
"	Chattooga Academy: Floyd County	Mrs. Briant	*MS. Report*, 1838
1839	Washington Female Seminary	Miss Julia Belcher (Music)	*Christian Index*, 4/11/1839
"	" " "	Miss Sarah W. Brackett	" " "
"	" " "	Miss L. E. Dewey	" " "
"	" " "	Miss Harriet Clark (Northampton, Mass.)	" " "
1840	Penfield Female Seminary	Maria Frances Dickerman, Boston (Music)	*Augusta Chron.*, 1/14/1840
"	Augusta Female Seminary (Private)	Mrs. H. L. Moise	" " 1/21/1840
		Mrs. J. A. Root	" " "

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1840	Appling Female Academy	Mrs. W. H. Cook	*Augusta Chron.*, 6/11/1840
"	High School for Young Ladies (Private)	Mary A. Nevins	" " 9/17/1840
1841	Commercial, Classical & Mathematical School (Private)	Mrs. Rambut	*Savannah Georgian*, 5/1/1841
"	English, Classical & Math. H. S. (Private)	Miss C. H. Bradley	" " 10/26/1841
1842	Private School for Young Ladies: Penfield	Mrs. A. L. Hammond	*Christian Index*, 1842, 32
1844	Athens High School for Young Ladies	Mrs. W. C. Richards	
	" " "	Miss Hathaway	
		Miss Richards	*Athens Banner*, 12/12/1844
"	Jefferson Academy	Miss Alden	*So'n* " 12/12/1844
"	Athens Female Academy	Mrs. Flint	*Athens* " 12/19/1844
1845	Clarksville "	Mrs. S. Hammond	*So'n* " 1/2/1845
"	Monroe Female Seminary	Miss J. C. Kellog	*Athens* " 1/2/1845
"	" " "	Miss Elizabeth Killian	" " "
"	" " "	Miss Julia A. Rogers	" " "
1846	Culloden M. & F. Acad's.	Mrs. Mather	*Ga. Telegraph*, 11/24/1846
"	Thomaston Academy	Misses O'Hara	" " 12/22/1846

TABLE No. 17—*Continued*

Year	Name of School	Name of Teacher	Reference
1847	Sparta Female Seminary	Miss C. Fowler (Graduate Mt. Holyoke)	*So'n Rec.*, 6/8/1847
1848	Bibb County Academy	Miss Maria R. Eddy (Graduate Mt. Holyoke)	*Macon Tel.*, 10/24/1848
1850	Bibb County Fem. Academy	Mrs. W. H. Anderson (Graduate Troy Fem. Sem.)	" " 2/26/1850
1851	M. & F. Academies at Zebulon	Mrs. Cochran	" " 12/23/1851
"	Ft. Valley Female Seminary	Mrs. U. W. Wise	" " 12/23/1851
1852	Macon Female Seminary	Mrs. Mary L. Miller	*Ga. Jour. & Mess.*, 10/6/1852
"	" " "	Miss Delia A. Hall	" " " " 11/3/1852
1855	Lafayette Classical & English School: Walker Co.	Miss C. H. Merrick	*So'n Rec.*, 1/2/1855
"	Milledgeville Female Academy	Miss Catherine M. Davidson (Graduate Mt. Holyoke)	" " 1/30/1855
1856	Knoxville Fem. Seminary	Miss Parkins	*Macon Tel.*, 6/24/1856
1858	Macon Select Female School	Mrs. M. E. Sharpe	*Ga. Jour. & Mess.*, 3/3/1858

Number of Teachers — 131
Number of Schools — 96

TABLE No. 18
Male Teachers in Female Secondary Schools

Year	Name of School	Name of Teacher	Reference
1787	Private School: Savannah	Walter Maxwell	*Ga. Gaz.*, 4/26/1787
1795	Ladies' Academy: Augusta	T. Sandwich	*Augusta Chronicle*, 3/7/1795
1807 (cir)	Private School: Milledgeville	Dr. Wm. M. Green	*History Baldwin County*, 69
1810	Girls' School: Augusta	Mr. Askew	*Augusta Herald*, 2/8/1810
1815	Select School for Young Ladies: Augusta	Mr. McNeil	" " 1/26/1815
1819	Cherokee Corner Female Academy	Mr. Wallace	*Memoirs of Sherwood*, 124
1823	Select School for Girls: Washington	Duncan G. Campbell	*Sherwood IV*, 38
1825	Meson Academy (Female Dept.)	Thomas Goulding	*The Missionary*, 1/10/1825
1828	Female School: Macon	Mr. G. Capers	*Macon Tel.*, 12/22/1828
1831	Windsor Hill Academy	A. S. Bayley	*Washington News*, 1/4/1831
1831	Augusta Female Academy	Mr. Twiss	*Ga. Journal*, 10/6/1831
"	Scottsborough Classical, Scientific, & English Seminary	Rev. Mr. Adams	*So'n Recorder*, 3/10/1831

TABLE No. 18—*Continued*

Year	Name of School	Name of Teacher	Reference
1832	Scottsborough Female Institute	G. Kellog	*So'n Recorder,* 1/26/1832
"	Lyceum Academy: Carroll County	Richard K. Hill	*Ga. Journal,* 3/15/1832
1833	Vineville Seminary	George P. Cooper	*Macon Tel.,* 4/24/1833
1834	Private French School	Adolphus Maussenet	" " 1/23/1834
"	Scottsborough Female Institute	Dr. Brown	
"	Scottsborough Female Institute	Dr. A. P. Nott (Yale graduate and M. D.)	
"	Scottsborough Female Institute	Mr. Harmon	*So'n Rec.,* 12/9/1834
"	Jefferson Academy	W. A. Florence	" " 12/19/1834
1835	Scottsborough Female Institute (purchased from Dr. Brown)	Lucian Lataste Victor Lataste	*So'n Banner,* 12/24/1835
"	Hamilton Academy: Harris County	Archibald Scott	*MS. Report,* 1835
1836	Watkinsville Academy	Mr. Clark	*So'n Banner,* 1/14/1836

TABLE No. 18—*Continued*

Year	Name of School	Name of Teacher	Reference
1836	Washington Seminary: Talbotton	A. K. Rugg (Union College, N. Y.)	*Macon Tel.*, 12/29/1836
"	Athens Female Academy	John F. Goneke	*So'n Banner*, 12/31/1836
"	Thomaston Female " Upson County	Prof. Sales " Green	
"	Thomaston Female " Upson County	" Perdue	*Early History Upson County*, 603 *ff.*
"	Thomaston Female " Upson County	" Coburn	
1837	Milledgeville M. & F. Academy	M. A. Woolworth	*MS. Report*, 1837
"	Bibb County Academy (Female Department)	J. Darby	" " 1837
"	Monticello Female Academy	W. H. Hunt	" " 1837
"	Culloden Female Academy	Mr. Munro	" " 1837
"	Select School: Macon	B. B. Hopkins	*Macon Tel.*, 10/30/1837
1838	Forsyth Female Seminary	Mr. M. S. Baker	
"	" " "	Mr. O'Hara	" " 1/8/1838
1838	Private Female School: Eatonton	Maj. Jas. W. Armstrong	*So'n Rec.*, 6/26/1838

TABLE No. 18—*Continued*

Year	Name of School	Name of Teacher	Reference
1838	Private French School	Mr. Makenau	*Macon Tel.*, 10/2/1838
"	Covington Female Seminary	Rev. S. Mattison	*So'n Rec.*, 12/11/1838
1839	Penfield Female Seminary	Wm. C. Richards	*Christian Index*, 7/4/1839
"	" " "	John A. Mosely	" " "
"	" " "	Prof. B. Osgood Pierce	" " 10/7/1839
"	" " "	" D. W. Chase	" " "
1840	Augusta Female Seminary	Rev. J. A. Root	*Augusta Chron.*, 1/21/1840
"	Appling Female Academy	Wm. H. Cook	" " 7/2/1840
1841	Washington Female Seminary (Private)	Samuel Barnet	*Sav. Georgian*, 1/18/1841
"	English, Classical & Math. High School	G. H. Eaton	" " 10/26/1841
1842	Scottsborough Female School	S. G. Hillyer	*Christian Index*, 1842, 30
1844	Athens Female Academy	Dr. Flint	*Athens Banner*, 12/19/1844
1848	Midway Female Seminary	John B. Ballard	*History Baldwin Co.*, 70
1850	Griffin Female Institute	H. E. Morrow	*Macon Tel.*, 12/24/1850
1851	Forsyth Female Collegiate Institute	Wm. C. Wilkes	" " 7/1/1851
"	Chalmers Female College: Scottsborough	Rev. Washington Baird Crosby M. Boggs	" " 12/23/1851

TABLE No. 18—*Continued*

Year	Name of School	Name of Teacher	Reference
1852	Ft. Valley Female Seminary	U. W. Wise	*Ga. Jour. & Mess.*, 7/28/1852
"	Bibb County Academy	Rev. J. A. Attaway	" " " " "
"	Macon Female Seminary	Prof. E. Grimme	" " " " 10/6/1852
1853	Woodland Female " Cedar Town	J. M. Wood	*Catalogue*, 1853
1854	Houston Female College	Henry M. Holtzclaw	*Macon Tel.*, 8/22/1854
1855	College Hill Seminary: Macon	Sylvanus Bates	" " 9/25/1855
"	Thomaston Female Academy	Rev. John J. Groves	" " "
"	Cotton Hill Academy: Clay County (1855-1862)	Norman F. Cooledge	D. U. Sloan; *The Fogy Days*, 157
1856	Private Academy for Young Ladies: Eatonton	I. R. Branham	*Macon Tel.*, 7/8/1856
1857	Southern Female College: LaGrange	H. E. Brooks I. F. Cox	*Columbus Inquirer*, 12/22/1857
1859	Spring Bank School for Young Ladies	C. W. Howard	1859 *Pamphlet, Address*

Number of Teachers — 67
Number of Schools — 52

III. Later Seminaries and Colleges

The act of the Legislature which created the Common School Fund in 1837, by refusing to continue annual appropriations to incorporated academies, affected both male and female education. Money from the State had enabled these schools to make a beginning at least; to erect school buildings and begin the work of education. Operating expenses were secured from income from lands owned by the corporations, and from tuition fees. Whatever capital investment the academies had, still remained in possession of the Trustees; but there was no longer the same attachment to the State, nor was there a fostering body of control either through the State or through the machinery of the State University. There was no immediate curtailment of educational opportunity as a result of this legislation. The Act did not take away from the Trustees either ownership or control of academy properties; but it did result in encouragement to the system of common schools, which came to supply the needs of the children for elementary education. Even in this respect, however, the academies were not immediately affected; because the Common Schools did not attract children of parents able to pay for the education of their children. The Common or Poor Schools still were unable to supply secondary education; only municipalities could tax for the support of the higher schools, though several counties had secured the right to support education by local tax. Thus Baldwin County could levy taxes for support of a county system.[65] The law provided that, "All male white children between the ages of seven and eighteen years, and all females of like description between the ages of six and thirteen years, shall be entitled as a matter of right to an equal participation."

The age limit for girls in the common schools precluded any secondary education for them at County expense; the time had not yet arrived when the public High School could carry on the work begun in the lower grades. Girls must therefore seek instruction in higher branches in pay schools, whether conducted

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[65] Act 1823, Prince, *Digest*, 931 *f.*

by private masters or by Boards of Trustees. To the Female Seminary of this period belongs the credit for affording girls education of a character commensurate with that offered to boys; moreover, this was the highest type of school open to girls. It must, therefore, attempt to fit girls for life, generally the life of home and society, since as yet there were no colleges to which young women might go.

Academies began to decline about 1840, but for twenty years after that date academies constituted the chief instrumentality for female secondary education. Not until the public High Schools were numerous enough and efficient enough to take over the work of college preparation, did academies cease to be both numerous and successful. The female Seminary did not feel the effect of the new type school as early as did the male school. Even the High School could not offer the wide range of subjects included in the Seminary curriculum; moreover, there were fewer colleges, until after 1840, to which those females desiring higher education could go. Probably other strong factors in prolonging the life of the Female Seminary were the attitude of society towards coeducation on the one hand, and the attitude towards higher education for females on the other.

The South was conservative, not very democratic, and slow to adopt new ideas; the Female Seminary developed because those respectable families that could afford to pay for the education of their daughters, did so, without concerning themselves very much to provide the same facilities for poor girls. When Sandwich advertised that the society of his school exceeded "any that can be enjoyed in private life by young ladies,"[66] he appealed to the very evident desire for social advantages; when Mrs. Sandwich, in advertising her school, mentioned the impropriety of sending girls to boys' schools,[67] she too appealed to the social consciousness of her public. From this time onward, Georgia schoolmasters endeavored to secure for their schools the highest quality of morality, character, and

[66] *Augusta Chronicle*, 5/31/1811.
[67] *Ibid.*, 3/7/1795.

ability in their teachers. Throughout the academy period Trustees announcing the employment of new Rectors were exceedingly careful to advertise their schoolmasters as men of excellent character and unquestioned morality. This principle of moral instruction was particularly emphasized in female boarding schools. As early as 1790, Mrs. Wells promised to give at her boarding school in Sunbury "the strictest attention to the morals of her pupils."[68] Mrs. Brown, opening her female academy in Athens in 1815, said: "The most sacred regard will be paid to the moral deportment of the pupils and a conscientious and parental attention bestowed on their general improvement."[69] Mrs. Moise was prepared to accommodate young ladies with board and lodging, and promised that "their morals and deportment will be under her immediate supervision."[70] The planter who sent his daughter to the female seminary, therefore, was assured that her conduct would be carefully supervised and that the atmosphere of the institution to which she was entrusted should be refined, intellectual, and moral.

During the seminary period both academies and colleges in various other states advertised in Georgia papers the excellence of their schools, hoping thus to attract pupils away from the local schools.[71] Attendance upon schools in other states was strongly opposed: to do so might result in the pupils acquiring ideals foreign to those of the native state. Georgia schoolmasters and parents objected to this; perhaps from altruistic motives on the part of some, and selfishness on the part of others. As an illustration of this principle, the advertisement of Lyceum Academy, Carroll County, in 1832, is offered: "The Trustees of this institution have the satisfaction of announcing to the public that it has opened under the most favorable auspices. They have secured the services of Mr. Richard K. Hill . . . .

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68 *Georgia Gazette*, 1/7/1790.
69 *Athens Gazette*, 8/31/1815.
70 *Augusta Chronicle*, 1/21/1840.
71 Among these was St. Mary's School, Burlington, N. J. *Savannah Weekly Georgian*, 1/2/1841.

Mr. Hill has been raised in the South, *with all our feelings.*''[72] As further indication of the public spirit of citizens who liked to express themselves in print, even though they might not sign their names to their articles, the following is submitted, signed ''Vindex Veritatis:''[73]

> ''Southern young ladies should be educated in Southern Institutions: . . . let parents say what they may, it is nevertheless true, that it is merely from the name of it, and the motive to enlighten them in the fashions of the day, to refine and polish their manners, and to enlarge their accomplished attainments that induces them to send their daughters to Northern Schools. This the daughter being appraised of, and it being, too, usually at that time when they are verging into womanhood, and are beginning to desire to please and figure in fashionable circles, they go on to these institutions with no other motive than that of indulging in all the elegancies of high life, and enjoying the pleasures and splendors of a fashionable world. . . . Hence, we conclude that upon the moral constitution of young ladies, Northern education has an injurious influence which is not experienced in Southern Institutions.'' Among the reasons assigned for this, were these: separation from home in character-determining years; loss of domestic training in consequence; northern ideas and customs are different, and so the young girl becomes critical and dissatisfied, and ''Southern Institutions should be encouraged.''

Just as strong was the feeling that education of females should not disrupt the sympathy of the native-born girl with the social traditions of the state. This sentiment was expressed by Scottsborough schoolmasters in 1837. The card inserted by them in the Southern Banner is self-explanatory.[74]

> ''To the Southern Public:
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> We feel it a duty to ourselves, to inform our friends of certain reports which are 'on the tongue of every one,' that *some* teachers in Scottsborough are Abolitionists. We are not the *only* teachers in Scottsboro, and those who know us would be the last to charge

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[72] *Georgia Journal*, 3/15/1832.
[73] *Southern Ladies' Book*, Vol. I, No. 2, Macon, Feb. 1840, 65-73.
[74] *Southern Banner*, 1/28/1837.

> *us* with such hateful principles—they know us to be Southern men (Natives of Virginia, but Georgians by adoption) by birth, education, and in feeling.
>
> L. Lataste
> V. Lataste.''

The wealthy planter demanded the best for his daughters, and felt that this could be afforded best in the atmosphere of southern culture and sentiment. However limited in extent this education was, he wanted it excellent in quality and given under conditions approximating his traditions and social standing. Excellent female schools resulted. Demand for higher education was slow to develop, but when it did come, it built upon the foundation laid by the Female Seminaries.

One of the first men to advocate the higher education of women was Duncan Greene Campbell. He was educated at Chapel Hill, N. C., and came to Wilkes County, Georgia, in 1807, to take charge of a female school. In 1810 he became Secretary of the Board of Trustees of the University;[75] he represented Wilkes County in the Legislature, and in 1825 was Speaker pro. tem. of the House. In that year he introduced a bill for the higher education of women, to be supplied in a State College for Women, to be an institution of equal rank with the University. The bill was debated and won many friends; it passed the Senate but failed to pass in the Lower House.

Daniel Chandler, son-in-law of Duncan Campbell, was another valuable friend to Female Education. In his address at the University in 1835[76] to demonstrate the importance of female education and its necessity, he said:

> ''The intellectual capabilities of females have never been fairly developed, or accurately tested'' . . . but from such inadequate and faulty tests as have been made, ''the result has been such as to authorize the presumption, that, if not equally gifted with the other sex, they are by no means deficient in sprightliness of

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[75] *MS. Minutes*, Aug. 6, 1810; Sherwood, IV, 38.

[76] ''*An Address on Female Education*,'' delivered at University of Georgia, 1835; *pamphlet*, Washington, Georgia, print.

> imagination, quickness of perception, originality of thought, and depth of reflection.'' Man should be educated for his duties; woman has her duties: ergo—educate! ''Her education is important to herself, and important because of her effect upon the feelings, pursuits, and happiness of the other sex.
>
> ''Give the female the same advantage with the male: afford her the same opportunities for improvement, and she will struggle with the boldest mind, for the mastery in science and in letters, and outstrip in the proud race of distinction, many of the favored objects of paternal solicitude and legislative bounty.'' In closing, he urged an enlightened system of Female Education.

The public press and periodical literature of this period also began to agitate the question of female education. To be sure, the Seminaries had already been in operation for some years, and the academies had afforded education for adolescent girls and young ladies. Wesleyan College, or Georgia Female College, had really grown out of the Seminary movement, having been chartered in 1836. The academies and seminaries were the only agencies within the state to furnish teachers, though there were few courses designed to teach others to instruct. Some years after his death, people began to remember Duncan G. Campbell as the father of female education in Georgia because of his bill of 1825—''An Act to establish a public seat of learning in this state for the education of females.'' The ten years that had elapsed before Daniel Chandler made his address at Athens bore little definite fruit; but this address did give impetus to the movement. It served to strengthen the Seminaries by advertising the work they were doing in female education; an advertisement of which the masters and proprietors of female schools took full advantage.

One of the few projects for training teachers was that of W. R. Jennings, of Augusta, who wrote a long letter to Governor Lumpkin in 1832, outlining his scheme for the establishment of a State Normal School. Jennings thought the school should be scientific rather than literary; it should have a small farm attached containing a garden. A practice school should be established—a boarding school for paying pupils, five or six

of whom should be under the direction of each normal student. "While the intended teachers are acquiring knowledge, they should also learn to communicate it in a manner adapted to the capacities of the pupils: this may be effected by a system of mutual instruction *somewhat* similar to that of the Renssalear School in New York." [77]

The Southern Ladies' Book [78] published an article on female education in its second number of 1840, by an anonymous author, from which this is taken:

> "Making due allowance for the characteristic difference of the male and female mind, it is nevertheless true that the recognition of this fact cannot justify the supposition of incapacity on the part of the latter, nor legitimatize the legislative policy universally adopted, both in heathen and civilized lands. Universities are endowed for the education of sons, while daughters are overlooked or forgotten, as a distinct and prominent portion of the population of the country in every governmental arrangement for literary purpose.
>
> "No government has ever yet made separate specific enlarged appropriations for the instruction of females—an integral part of the community well nigh equal in number to the favorites of legislative bounty. . . . As to the mooted question of equality of the male and female mind, we feel no solicitude . . . Girls *can* learn, and they *deserve* to be taught."

The same magazine in May 1840, in an unsigned article, makes a plea for a College for Teachers:

> "One need only consider the wants of the country, to be satisfied that they can be removed by no other means than a College for the education of teachers. The Instructors who are best qualified at the beginning of their vocation, are usually teachers of our Classical Academies, educated in Colleges or in Academies . . . But even they would enter upon their task with much greater confidence, and would prosecute it with much more ease and satisfaction to themselves, by an additional year of study with direct reference to their future profession." Another class far more numerous, is in need of training:

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77 *Ms. Letter*, Nov. 12, 1832.
78 Vol. I, No. 2, Macon, Georgia, Feb. 1840, 96 *ff.*

> "I mean *Common School Teachers.* The legislature of Georgia has, from time to time, enacted laws for the establishment and support of common schools. No good had yet resulted from these efforts and none can, until a corps of suitable teachers can be at command." [79]

These periods of agitation for higher and separate education for females came at a time when the Female Seminary was exceedingly popular, not only in Georgia but in all sections of the country. Georgia did not go through the Latin Grammar School stage; academies of somewhat different character took the place of that type school. The Seminary aimed at preparation for life; many such schools in Georgia aimed definitely for home and social life. Religion and morals were stressed; sometimes ladylike accomplishments such as music, embroidery, fancy sewing, and painting, loom important in the courses offered by them. French was frequently offered as a special inducement, and Frenchmen as teachers of language were frequently employed. Social usefulness likewise, homemaking, and teaching were associated with religious training and moral discipline as objectives. Special schools early developed for instruction in one or more subjects: thus Mrs. Gardner opened a school for elocution, offering courses to ladies and gentlemen; [80] Alex Delis and Mr. Griffith offered French in private lessons; [81] Timothy Cronin and Medley D'Arcy Dawes taught dancing; [82] Dalziel and Hunter were prepared to assist ladies in "Six Easy Lessons" to acquire "a neat and fashionable type of writing." [83] But schools of the later period did more than this: they offered opportunity for systematic training and development in the solid branches, as well as in ornamental subjects.

The demand was not for *higher* education only; for some years, men interested in female education had suggested a *different kind* of education for girls. It was in answer to such a demand, doubtless, that Sparta Female Academy tried out

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79 *Ibid.*, Vol. I, No. 5, 1840.
80 *Georgia Gazette*, 9/4/1788.
81 *Ibid.*, 3/18/1788; *Georgia Journal*, 6/3/1812.
82 *Georgia Gazette*, 8/20/1764; 9/26/1765.
83 *Ibid.*, 3/4/1784.

the Rensselaer Plan. When the Manual Labor idea began to be talked of in Georgia, one of its strongest proponents was Adiel Sherwood. When this plan was discussed in the Teachers' Society, there was at least one member who thought that the manual labor feature might well be adopted for females. W. Baird, speaking in this connection, of exercises suitable for girls, said:

> "The cultivation of a kitchen garden or flower garden, would contribute both to the beauty of their complexions and the delicacy of their minds. Were the school room frequently exchanged for these elysian spots, and the weary mind recreated in rearing or cultivating a flower garden, the beneficial effects would soon be obvious." [84]

But it remained just another theory; no school has been found in which the making of a "kitchen garden or flower garden" was incorporated among the courses offered. It did serve to indicate that the education of girls could be made a subject of educational experimentation just as truly as could that of boys. For many years, courses in drawing, painting, flower making, and various kinds of needlework had been included in female education; no such courses in manual arts had been given to boys. The Georgia Manual Labor Schools were not mechanical or technical schools; they were classical schools generally, in which the practice of daily labor in the mechanic shop or on the farm became a means to defraying the cost of education.

The ages of the pupils at the female seminaries varied in general according to the grade or standard of the individual school: at some of these seminaries, children were admitted to begin the study of the rudiments; at others, girls of 10 or 12 years were in the lowest class. In many of the private schools, there were numerous special courses, such as music, drawing, painting, fancy needlework, and making of wax flowers; by use of these special courses, the age of the students in upper range could be extended. When the Seminary was

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84 *Minutes of Proceedings of the Teachers' Society, Athens,* 6/2/1833, 9. *From report on Manual Labor System by W. Baird.*

a "finishing school" young women of 18 or 19 years might be found as students.

The same principle applies to the determination of tuition fees: it is difficult to determine the tuition charges in female boarding schools; in most instances there was an inclusive charge, covering board and tuition, with special courses at extra cost. Some examples of this will be cited here. The Ladies Academy in Augusta, in 1811, after fifteen years of operation, advertised the "plan of education adopted as at Bethlehem and Salem;" and charged "120 dollars per annum, payable quarterly in advance, 80 dollars less than the Charleston price."[85] Washington Female Academy in 1814, charged 100 dollars payable quarterly, for board and tuition, with Music, French, and Drawing extra.[86] Mrs. Leigh, in 1831, conducted a Female Academy at Cherokee Corner, Oglethorpe County; "Board, instruction in the whole course of English studies . . . . 135 dollars."[87] Mrs. H. L. Moise, who had experience over a long period of years in keeping school in Augusta, in 1840, opened a summer school at the Sand Hills, offering "all branches of a complete education . . . . as well as French and other Languages, Music, Drawing and Painting." She could accommodate only a limited number of young ladies as boarders, for whose board and lodging she would charge $50.00 per quarter. Tuition charges were as follows:[88]

For English Tuition	$8.00-$15.00	per quarter,
French and other Languages	10.00	" "
Music on Piano	20.00	" "
Music on Guitar	10.00	" "

The Trustees of Penfield Female Seminary, in 1840, announced the opening of their school in most enthusiastic terms—they evidently considered this an institution to be proud of. Rates of tuition were fixed in this manner:

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[85] *Augusta Chronicle*, 5/13/1811.
[86] *Athens Gazette*, 6/16/1814.
[87] *Georgia Journal*, 11/17/1831.
[88] *Augusta Chronicle Sentinel*, May 5, June 9, 1840.

"Primary Department	$20.00 per year,
Junior	30.00 " "
Senior	40.00 " "

An additional charge of $10.00 per year will be made for Ancient and Modern Languages.

For Drawing, Painting, and Ornamental Needlework, $30.00 per year.

For instruction on Piano or Guitar, 5 lessons per week, $40.00 per year. Single Quarter $15.00.

Vocal music will form a part of every day's instruction for $5.00 per year.

An additional charge of $1.00 per year will be made for fuel."[89]

The Female Seminary, Washington, under Miss Sarah W. Bracket, became famous; in 1840 Miss Bracket was assisted by seven teachers, and the catalogue of that year[90] names 104 pupils drawn from the surrounding counties and from the cities of Savannah, Augusta, and Charleston. The school was under the patronage of the local Presbyterian Church, and the building had been erected largely by subscriptions of the townspeople. The fees were as follows:

1st Class	$20.00 a term	$48.00 a year.
2nd "	18.00 " "	36.00 " "
3rd "	12.00 " "	24.00 " "
Extras:		
Music	30.00 " "	60.00 " "
French	10.00 " "	20.00 " "
Wood	.50 " "	1.00 " "

The Southern Masonic Female College, Covington, founded 1852, had 151 pupils in 1856, distributed among four classes, a separate First Class, a Preparatory Department, and Irregulars; Music was featured, having 56 pupils.[91]

Tuition:

Collegiate Department: Regular Studies	$50.00 per annum.
Music (including instruments)	55.00 " "
Vocal Music	2.00 " "

89 *Augusta Chronicle*, 1/14/1840.
90 *Second Annual Catalogue*, 1840.
91 Catalogues, 1856, 1860.

French	20.00	"	"
Drawing and Painting	20.00	"	"
Oil Painting	30.00	"	"
Latin	20.00	"	"
Incidentals	2.00	"	"
Matriculation Fee	3.00		
Diploma	5.00		

Still the enumeration of items of expense was not always satisfactory, in as much as the parent required information concerning yearly expenses. To answer this need, J. Darby, Principal of Culloden Female Academy, in 1849, thus summarized the costs of his school: "The expenses of a thorough education, including tuition in the four literary departments, with board, washing, wood, lights, books, and stationery, may be covered by $150 per year." [92]

The specific facts cited seem to bear out the statement that the later girls' schools were more expensive than the regular academies; the latter confined their attention to the more solid studies, omitting many special subjects which served to "complete" the education of females in "finishing schools."

One of the most ambitious of the female schools was Penfield Female Seminary in Greene County, which began in 1840 under Baptist influence and control. This Seminary was well organized and ranked, both in character of teaching staff and breadth of curriculum, with many institutions called Colleges and Institutes that began to be established about this time. It grew out of denominational interest in the education of their young people. More will be given about these denominational schools later; but here it may be said that many of the best Female Seminaries of the period were established by the churches and conducted under denominational control.

While this was distinctly a female school, boys under eight years of age were admitted. The character of the school was very definitely announced, as follows: [93]

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[92] *Georgia Messenger*, 9/26/1849.

[93] *Augusta Chronicle Sentinel*, 1/14/1840; *cf.* Jones, *Education in Georgia*, 64.

Penfield Female Seminary.

The Trustees of the Penfield Female Seminary take pleasure in announcing to the public, that for the ensuing year, they have engaged the services of Prof. B. Osgood Pierce, as Principal in the Literary, & Prof. D. W. Chase, in the Musical Dept., to be aided by three competent Female Assistant Teachers. No Teachers need sustain higher reputation in their various departments than Profs. Pierce & Chase have done, in the communities where they have taught, & particularly in Madison, Morgan Co., where they have been engaged during the last two or three years.

In securing the services of these distinguished teachers, the Trustees have had a special regard to the growing importance of the village in which this institution is located; and wish to afford the utmost possible inducement for the settlement among us of all such parents as hold in high estimation the education of their daughters as well as sons, and wish to superintend the interests of both, while pursuing their course of education.

Instruction will be given in every branch of science and literature which is taught in any similar institution in the southern States. Suitable apparatus for illustrations in Philosophy, Astronomy, Chemistry, etc., with all the necessary chemical substances for experiments, will be furnished free of any extra expense to the pupil.

Strict regulations will be enjoined upon all young ladies of the Seminary, in respect to their giving and receiving visits, and attending parties of pleasure. They will also be requested to avoid contracting any debts without an express order from their parents, or those under whose care they may be placed. All parents and guardians patronizing this institution, are earnestly requested to furnish their daughters or wards with plain and substantial clothing, as all extravagance in dress will be discountenanced by teachers and trustees.

Additions are making to the building on the Teacher's lot, immediately contiguous to the Seminary, for the accommodation of 20 or 30 boarders, under the immediate care of the teachers. Board can also be obtained in the most respectable families for $10 to $12 per month, including lodging and fuel.

The first term will commence the last Monday in January and close the Friday before the last Monday in July. The second term will commence on the 3rd Monday in August, and close Friday before the 3rd Monday in December.

Boys under 8 years of age will be admitted in the Primary Dept.

Regular courses of Lectures will be delivered by the Principal in Experimental Philosophy, Natural History, etc.

B. M. Sanders)
Adiel Sherwood)
Absalom Janes)
Lemuel Green) Trustees
James Davant)
E. H. Macon)
Thomas Stocks)

No list of Female Seminaries in Georgia would be complete without the inclusion of Lucy Cobb Institute, Athens. This school was incorporated in 1859,[94] though it was in operation in 1858;[95] it has had a long career of usefulness to Georgia and other southern states from which it has drawn its pupils. In 1814 and 1815 there were good female schools in Athens, but the education of females seemed to decline in the later years of the academy period. To meet this need, a body of citizens established Lucy Cobb Institute, and under their direction it soon became popular and useful.

Not unlike this in origin, though somewhat antedating it, was Cotton Hill Seminary, in Clay County. It grew out of a movement which Emily Burke thus described:[96]

> "Efforts are being made by planters in various parts of Georgia to collect together in little communities during a portion of the year in order to unite their funds in sustaining select schools and academies. This arrangement has been the means of establishing a great many excellent schools, for the education of those children whose parents have sufficient property to constitute them respectable citizens, and many of this class now enjoy the privileges of education that did not when teaching was confined to families.
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> "In order to secure the advantages of society, many . . . planters select some healthy spot among the sand hills and there congregate and erect their summer residences, a church, academy, etc."

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94 *Acts* 1859, #106.
95 It was first called Athens Female College.
96 Burke, Emily P., *Reminiscences of Georgia* (1850), 198.

Cotton Hill Seminary was organized in 1854 and continued until about 1862. Cotton Hill was in the southwestern part of the state near the Alabama line, and was the center of a district of rich farms and large plantations. The Seminary was coeducational, and there the sons and daughters of the wealthier planters were educated. During the year immediately preceding the Civil War, Cotton Hill was a famous school under the direction of Prof. Norman F. Cooledge,[97] assisted by a large faculty. During the second year of the war, one hundred and three of the young men students joined the Army; after this the school declined,[98] and Prof. Cooledge left it. Cotton Hill was not a boarding school: it had a boys' dormitory, though the pupils boarded in the homes of the community. The school granted diplomas to its graduates; it took pupils at 12 years and kept them until some of them, at least, were 18 or 20 years of age. For the boys there were solid subjects of geometry, chemistry, and astronomy with an extensive Laboratory; for the girls, there were courses in drawing and painting, making of wax and hair flowers, botany and astronomy. George B. Emerson's Political Class Book was in use; as were Playfair's Euclid, and Dean's Elementary Geometry.[99]

Very few seminaries listed their books. One of the best lists of text-books found was that of Cherokee Corner Female Academy, conducted by Mrs. Leigh in 1832; the texts mentioned were as follows:[100]

Books Used by the Senior Class:

Tytler's Elements of General History, Ancient and Modern,
Dr. Jones' Conversations on Natural Philosophy,
Dr. Jones' Conversations on Chemistry,
Jamieson's Grammar of Rhetoric and Logic,
Towle's Grammar of Astronomy,
Murray's Grammar,

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97 Sloan, D. U., *The Fogy Days*, 157.
98 *From Lost Town of Cotton Hill*, Mattie Thomas Thompson, *Atlanta Journal*, 1/15/1928.
99 *Facts from letter of Mattie T. Thompson, Eufaula, Ala.*, Apr. 1, 1931.
100 *Georgia Journal*, 11/7/1831.

Walker's Dictionary,
Woodbridge & Willard's Geography,
Colburn's Sequel,
Campbell's Poems,
Cowper's Poems,
Grimshaw's Histories of Rome, Greece, England, and United States.

At Washington Female Seminary the length of the course was three years; and the school offered Latin and higher mathematics. The books used in this Seminary covered quite an extensive field; they were the following:[101]

Bible,
Walker's or Webster's Dictionary,
Child's Guide,
Analytical Reader,
Porter's Rhetorical Reader,
National Reader,
Young Ladies' Class Book,
Peter Parley's Geography,
American School Geography,
Woodbridge's Large Geography,
Malteborne's Geography,
Goodrich's First Book of History,
" Second Book of History,
Willard's Republic,
Worchester's Elements of History,
Goldsmith's Greece, Rome, and England,
Goodrich's Ecclesiastical History,
Russell's Modern Europe,
Emerson's First Arithmetic,
" Second "
Adams' New "
Bailey's Algebra,
Day's "
Playfair's Euclid,
Smith's New Grammar,
Mrs. Phelps' Botany,
Lincoln's "

101 *Second Annual Catalogue*, 1840.

Hayward's Physiology,
Combe's "
Gallaudet's Natural Theology,
Paley's " "
Adams' Class Book of Natural Theology,
Watts on the Mind,
Mason on Self-Knowledge,
Kidd's Physical Condition of Man,
Smellies' Philosophy of Natural History,
Mrs. Phelps' Philosophy,
Comstock's Chemistry,
Mathers' Geology,
Wilkins' Astronomy,
Hedge's Logic,
Abercrombie on the Intellectual Powers,
Newman's Rhetoric,
Alexander's Evidences of Christianity,
Sullivan's Political Class Book,
Andrew's & Stoddard's Latin Grammar,
Goodrich's Latin Lessons,
Latin Reader,
Virgil,
Cicero's Select Orations,
Gould's Horace,
Suvalt's French Grammar,
Nugent's French Dictionary,
Telemachus,
Manesca's French Course,
Racine.

The story of the Georgia Female College, chartered in 1836, is so well known that only the outlines of that story need be repeated here.[102] This institution developed from the need felt in the town of Macon for a female seminary of high grade. The Methodist Conference had discussed a proposition to establish a permanent, thoroughly organized school for the higher education of females. Matters came to a head when the citizens

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102 Full accounts are to be found as here indicated. J. C. Butler, *Historical Record of Macon and Central Georgia*, 113-114. Geo. F. Pierce, *Southern Ladies' Book*, Vol. I, No. 1, 3 *ff*.

offered substantial gifts of land and money to the Methodist Conference, meeting in Macon in 1836. The offer was accepted. The Georgia Female College was chartered in 1836, and began operations in 1839, under President Pierce. Prof. Thomas B. Slade, who had been conducting Clinton Female Institute for some years, closed his school, and joined the new institution in Macon, bringing some of his students and equipment.[103]

The Georgia Female College was the first chartered female institution in the United States, having the right to confer upon women "all such honors, degrees, and licenses as are usually conferred in colleges and universities."[104] The naming of this school as College, and the success that attended its work encouraged the establishment of a number of other female schools similarly named. Most of these schools were not colleges if compared closely with the men's colleges of their day as a standard of what should constitute a college. They were schools of the type described above, having sometimes an enriched curriculum, a larger faculty, and probably the backing of one of the religious bodies. These schools, nevertheless, undertook the task of supplying to women education equivalent to that offered in men's colleges. Actually it was not of college quality; many of the so-called Colleges were Seminaries under the disguise of the new name.

On the other hand, in some respects the newer schools were superior: generally they were endowed and had substantial backing; they aimed at affording a liberal education and fitting their graduates for self-support. These better schools had higher standards, more carefully outlined entrance requirements, and, in general, better teaching staffs. Just as it was necessary for the male colleges to conduct preparatory departments and offer instruction in secondary school subjects, so to an even greater extent, did the female colleges offer courses that must be considered of secondary character, even though these courses were included in the college curriculum. For this

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103 Sherwood, IV, 347.
104 Woody, *Women's Education in the U. S.*, Vol. II, 161.

reason, the female colleges find a place in this study. Several of them are discussed as presenting certain special features.

The Georgia Female College, at Madison, Morgan County, was chartered by the Legislature in 1849;[105] it had an endowment, and was under control of the Baptist denomination. Direct responsibility rested with a Board of Trustees of fifteen members. The faculty in 1851 consisted of a President, who was also Professor of Mental and Moral Science, three male Professors, and a female teacher of French and Spanish. The Preparatory Department was under a female teacher, and there were several special female teachers of music, drawing, painting, and wax fruits and flowers. This College offered courses covering four years, and also had a preparatory school of two divisions, each representing a year's work, and a Primary Class. In 1852, in the College, there were 156 scholars at "solid studies;" 97 took music; there were 37 in the Preparatory Division; and 20 in the Primary Class. Admission to the Freshman Class was by examination on all the studies of the Preparatory Course, and the pupil must be at least 13 years of age. For higher entrance, the pupils must have passed examination on the courses offered in the lower classes, and must be correspondingly older.

In addition, the Georgia Female College conducted a Normal Class "for the benefit of those graduates who may desire to receive instruction in the theory and practice of teaching. The pupils of this class will have the opportunity to review, in connection with the regular classes, such studies as will be most useful to them." No charge was made for tuition in the Normal Class, and on completion of the work a certificate was presented. In 1855, four young ladies were listed as graduates of this course.[106] By 1861, the College was organized on a departmental basis. Each pupil, by this arrangement, was considered not as a part of a class but as an individual to whom such studies were assigned as might appear necessary to her. It is interesting to note that one department was that

105 Catalogue, 1851-52; 32.
106 Circular of Georgia Female College, 1861.

of Physical Education, and this included Vocal Gymnastics, Calisthenics, and Physical Gymnastics. In the Catalogue of 1852, modern foreign languages were listed, but there was no specific mention of Latin or Greek. There was an extensive list of "occasional studies," including Sacred Antiquities, Natural History, Meteorology, Mineralogy, Conchology, Calculation and Projection of Eclipses.

The Woodland Female Seminary at Cedartown, Polk County, had an ambitious program, although it retained the less pretentious name until 1856, when the school became Woodland Female College.[107] This school offered a four-year course in the Collegiate Department, including Latin, Greek, and French for those who elected these subjects. In 1853, there were sixty-six pupils in the Literary Department, drawn from fifteen counties; the teaching staff consisted of a male Principal, one male teacher and two female teachers, with a male teacher of music. When the Seminary became a College, the directing heads became the President of the Board of Trustees and the President of the College. The Senior Class had a course of study consisting of Mental Philosophy, Evidences of Christianity, Physiology, Moral Science, Geology, and Latin and Greek if desired.

The College students must still conduct themselves under the Rules of the old Seminary regime, given as follows:[108]

> "Rules: 1. No pupil must be absent at the regular hours of study, or recitation, without sufficient reason.
>
> 2. No pupil will be permitted, by noise, conversation, or other means, to interrupt the studies of others.
>
> 3. Additional hours of study may be presented by a pupil, when her teacher may judge it expedient.
>
> 4. For violation of the rules of the institution the penalty shall be admonition, suspension, or expulsion.
>
> 5. The execution of these, and all other rules that may be adopted, is committed to the Faculty, to whom in all matters not herein specified, the pupils will be required to yield obedience."

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107 Catalogues, 1853, 1855, 1856.

108 Catalogue, 1854, 7. Continued in Catalogue, 1856.

The Cherokee Baptist College, at Cassville, conferred the degrees of A. M., A. B., and B. Ph. In 1856, it offered five courses, as follows:[109]

I. Course of Ancient Languages, Latin and Greek.
II. Course of Mathematics.
III. Course of Belles Lettres and English Literature.
IV. Course of Natural Science.
V. Course of Moral Philosophy and Intellectual Science.

The Southern Masonic Female College, at Covington, had its first graduates in 1853. There were given at this College courses covering two years of preparatory studies and four years of college work. This school had a Professor of Physical Science and Ancient Languages, and listed "ancient and modern Languages" in all four years. At the same time, the courses in the Freshman year were very general, and arithmetic was included as a Sophomore subject. The courses as outlined do not justify the classification of this school as a College. Many extra subjects were included, for which there were additional charges.[110]

Monroe Female University was a Baptist institution at Forsyth, which in 1858 enrolled 139 pupils in all departments;[111] the four college classes, however, had only 88 students. Rev. Adiel Sherwood, D. D., was President of the Board of Trustees and with him were associated many prominent ministers and laymen of the denomination. The school had four departments—Collegiate, Academic, Music, and Ornamental; this last named included Drawing, Penciling, Painting in Oil and Water Colors, Pellis Work, Grecian Painting, Oriental Painting, and Embroidery.

Candidates for admission into the Freshman class were required to pass a "satisfactory examination on all the studies of the Primary Classes, and Modern Geography, English Grammar, Arithmetic, Familiar Science, and History of the

109 Catalogue, 1856.
110 Catalogues, 1856, 1860.
111 Catalogue, 1858.

United States; and should not be under 13 years of age." Latin was studied in the Spring term of the Preparation class and continued throughout the four years of college work. Algebra, Geometry and Trigonometry ran through the four years; Greek and Modern Foreign Languages were offered in special classes during the Senior year. The work of the Academic Department consisted of the usual fundamental subjects like Spelling, Reading, Writing, and Arithmetic, plus Geography, English Grammar, and United States History—all elementary school work; the distinctly secondary school work began in the Preparation class and extended well into the Senior year of so-called College work. It is probable that any solid study offered in Monroe Female University would now be taught in a first-class High School.

The similarity to the Female Seminary of the time was indicated by the large number of courses in fancy or decorative subjects, the adoption of certain rules of conduct, and the requirements of uniform dress. To illustrate the matter of dress, note the following:

> "To prevent extravagance, one of the growing evils of Female institutions, and to encourage habits of economy, we have adopted a neat and inexpensive *Uniform Dress,* to be worn to Church, on Examination, and other public occasions. For the Winter Season: Dresses must be made of Brown Merino, (price not exceeding 80¢ per yard double width), with capes or cloaks of same material, trimmed with black velvet. Plain straw bonnets, trimmed on the outside with dark blue ribbon, solid color; on the inside to suit the wearer—cost not to exceed $5. Plain white linen cuffs and collars. For the Summer Season: Dress must be made of white material, (price not to exceed 35¢ per yard), and black lace Mantillas—cost not to exceed $4.00. The same winter bonnets trimmed."

Wesleyan Female College gained in public esteem as the years went by; as the first of its kind, it had to justify the claims of its friends for the possibility of higher education of the female mind. Editorial comments on the examination of 1845

were very commendatory.[112] The Trustees were especially pleased with the results of the examinations.

> "The Young ladies showed themselves capable of excellence in the most abstruse and difficult departments. They understand the principles and apply them—they think. Our daughters must be educated, well, soundly educated—the doors of the literary world now stand open to female genius, and the spirit of the age demands that she enter in and mingle her delicacy of sentiment and moral purity of taste and feelings with the mental aliment from the fruitful press as well as bless and beautify the domestic hearth and social circle . . ." [113]

However content the Trustees of the Georgia Female College might be with respect to the kind of education afforded to young women, and the objectives of higher female education, the feeling of exultation was not shared by all. Within a few years of the Civil War, the opinion was expressed by more than one writer that the type of higher education being provided for southern young ladies was in fact not at all suitable for them. This type of education, they said, was modeled too closely after that of Northern schools; whereas, the young women of the South required education of a different kind.

C. W. Howard was one of these objectors; addressing the young ladies of Spring Bank School, Cass County, in 1859, he contended that "the education of the Southern Matron should be a Southern Education." [114] The speaker then undertook to outline his ideas on female education and give his objections to the kind of education being given in northern schools. First he urged physical education to build up the body, and combat the tendency of southern women to fade early. Second, he recommended "the solid branches of elementary instruction . . . . (as) the basis of female education." Then he submitted that "to a finished education a knowledge of some of the modern languages is essential . . . . (and) the most important of these

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112 *Georgia Telegraph & Republic*, 7/15/1845.
113 *Ibid.*, 7/22/1845.
114 Howard, C. W., *"Education of Southern Matron;" pamphlet*, 24, *passim*.

is the French language;'' Latin, he said, was desirable but not essential. Finally, ''it may not be presumptious to express the fear that too much time in our schools is devoted to the higher Mathematics. It certainly is the case in the North, out of the fashionable schools, where little that is good and much that is bad is learned . . . . The result of the prominence given to this general cast of study at the North has been hurtful in the extreme. It has tended to unsex woman. It has produced those equivocal entities, strong-minded women, and has led to those monstrous assemblies, *Women's Rights Conventions.* At the South, the men are sufficiently men, without asking aid from the other sex. We prefer our women to remain as God made them.

''If studies can be found which soften while they strengthen, they will certainly be an advantageous substitute for the higher Mathematics, which tend only to strengthen . . . . History, Languages, Belles Lettres and Poetry answer this double purpose.''

From such an attitude towards the character of their daughters, and such a conception of the place of the latter in the social system, came the kinds of secondary and higher education and the types of secondary schools,—Academies, Seminaries, Institutes, and Colleges,—developed in the south in ante-bellum days. Tradition played a large part in female social and economic life; leadership was in the hands of the males; there were few occupations outside the home for which women could prepare. It appears that such considerations were determining factors in female education in Georgia before the War.

Between 1836 and 1860 many institutions were organized in the State for the better education—if not higher education—of women. A list of these female institutions includes the following, mentioned by Counties alphabetically:

Scottsborough Female Institute (1831), also called Georgia Female College (1836); Chalmers Female College (1851); Bowdon Collegiate Institute (1857); Georgia Female College (1836); Cassville Female College (1855); Lucy Cobb Institute

(1859); Marietta Female College (Cobb County, 1857); Newnan Female College (1851); College Temple (1853); Elberton Female Collegiate Institute, Inc. (1856); Hillyer Female School (Cir. 1856); Atlanta Female College (1856); Greensboro Female College (1853); Fort Valley Female Institute (1854); Fort Valley Female College (1860); Female College (at Perry) (1854); Greenville Masonic Female Institute (1856); Pierce Female College (1856); Monroe Female University (1857); Marietta Female College (Monroe County, 1857); Sigourney Female Institute (1840); Madison Collegiate Institute (Cir. 1855); Georgia Female College (Morgan Co., 1850); Southern Female College (Newton Co., 1852); Southern Masonic Female College (1852); Woodland Female College (1856); Woodlawn Seminary (Cir. 1853); Female College (Griffin) or Griffin Female Institute (1848); Masonic Female College, Lumpkin (Cir. 1856); Furlow Masonic Female College (1859); LeVert College (1856); Thomasville Female College (1855); LaGrange Female College (1857); Brownwood Collegiate Institute (1837); (Monroe) Female University (1850); Walton Female College (1854).

In the following table are listed 45 Secondary Schools, advertising from 1788 to 1856, showing the Branches of Study specifically mentioned as offered by them.

TABLE No. 19

Branches of Study in Female Secondary Schools

	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Elocution	Logic	Belles Lettres	Arithmetic	Algebra	Geometry	Trigonometry	Geography	Use of Globes	General History	History—Greece	" Rome
Mrs. Gardner—Savannah, Ga. Gaz., 9/4/1788.....							x											
Chandler—Savannah, Ga. Gaz., 9/17/1789.....			x	x							x				x			
Louisa Desmestraux—Sav., Ga. Gaz., 7/10/1794.....		x	x								x							
Jacob's School—Sav., Ga. Gaz., 7/10/1794.....		x	x								x							
Ladies' Academy—Augusta, Augusta Chron., 1/9/1797..						x			x									
Mary Franklin—Savannah, Ga. Journal, 12/12/1809...		x	x															
Athens Female Academy, Athens Gaz., 2/20/1814....				x										x		x		
Washington Female Academy, Athens Gaz., 6/16/1814 ...				x							x			x		x		
Hillsborough Academy, Macon Mess., 12/24/1823..				x							x			x		x		
Sparta Female Academy, Macon Telegraph, 1/9/1827											x	x	x			x		
Cooper's Private School, Macon Telegraph, 9/29/1828				x		x					x	x		x		x		
Miss Benham's Select School, So'n Rec., 1/2/1830	x	x	x	x					x	x	x	x	x	x	x	x		
Female Academy—Milledgeville, So'n Rec., 5/8/1830				x					x		x			x		x		
Southern Classical Seminary, So'n Rec., 1/27/1831	x	x	x	x	x						x	x	x	x				
Augusta Female Academy, Ga. Journal, 10/6/1831....				x	x	x					x	x	x					
Mrs. Leigh's Female Academy, Ga. Journal, 11/17/1831 ..	x			x		x	x	x			x			x			x	x
Hillsborough Select School, So'n Rec., 1/10/1833.....																		
Vineville Seminary, Macon Telegraph, 4/24/1833				x	x						x	x		x		x		
Mrs. Armstrong's School—Eatonton, So'n Rec., 5/2/1834	x	x	x	x							x	x	x	x				
Hermitage Female Seminary, So'n Rec., 12/2/1834	x	x	x	x	x				x	x				x		x		

TABLE No. 19

Branches of Study in Female Secondary Schools

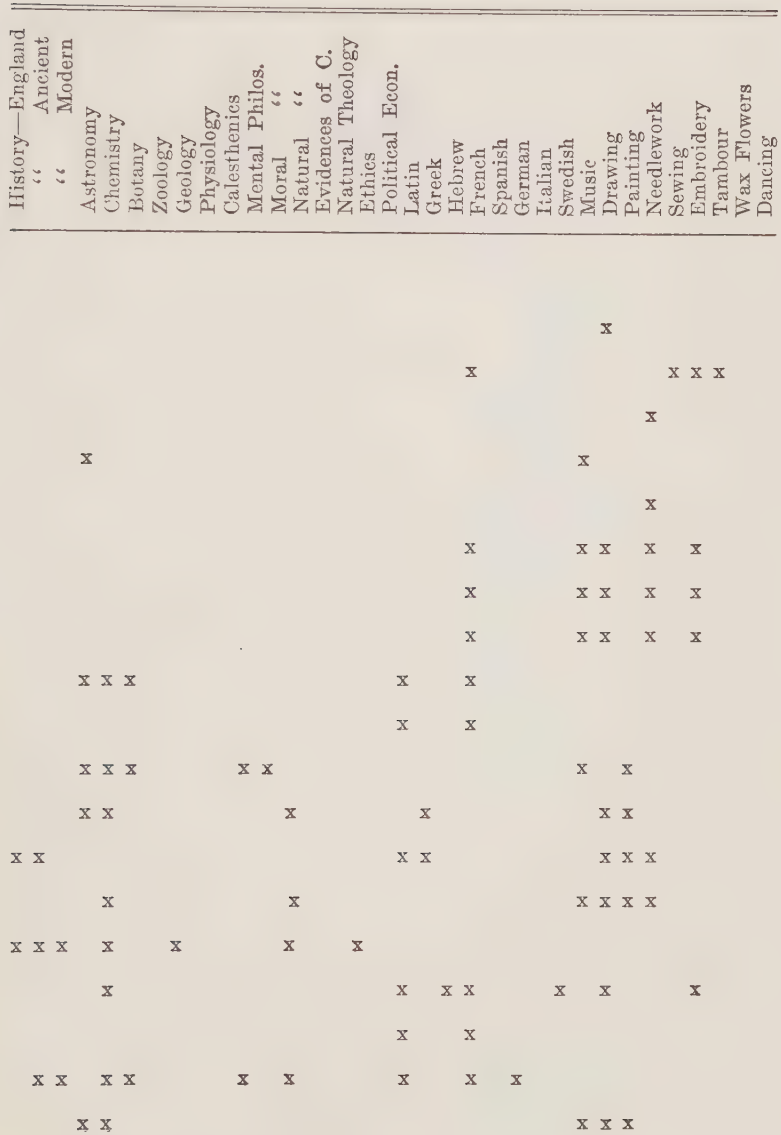

TABLE No. 19—*Continued*

	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Elocution	Logic	Belles Lettres	Arithmetic	Algebra	Geometry	Trigonometry	Geography	Use of Globes	General History	History—Greece	" Rome
Scottsborough Female Institute, So'n Rec., 12/9/1834				x	x						x			x		x		
Wesleyan Mansion, So'n Rec., 2/3/1835.....				x	x						x	x				x		
Cullodensville Academy, So'n Rec., 2/3/1835.....				x	x	x				x	x	x	x	x		x		
Macon Private School, Macon Tel., 3/26/1835.....				x		x		x				x		x		x		
Mrs. Fitzgerald's School—Scottsborough, So'n Rec., 3/1/1836	x	x	x	x	x					x	x	x			x		x	
Darby's Academy—Macon, Macon Tel., 9/6/1836.....				x						x		x	x				x	
Egerton's Private School—Augusta, So'n Rec., 7/13/1838	x	x	x	x	x					x	x	x			x			
Gainesville Female High School, Macon Tel., 12/4/1838				x		x				x		x	x				x	
Penfield Female Seminary, Augusta Chron., 1/14/1840			x	x		x		x			x	x	x	x	x		x	
Mrs. Moise's Female Seminary, Augusta Chron., 1/21/1840				x	x	x				x	x	x			x			
Mrs. Bowen's School, Augusta Chron., 10/13/1840				x	x		x			x	x	x			x		x	
English, Classical & Math. H. S., Sav. Georgian, 10/26/1841				x						x							x	
Washington Female Seminary, Sav. Georgian, 11/18/1841	"Has extensive course as any Female																	
Athens High School for Young Ladies, So'n Banner, 12/12/1844..	x	x	x								x	x	x		x			
Monroe Female Seminary, So'n Banner, 1/2/1845....				x		x					x	x					x	
Perry Academy (Fem. Dept.), Ga. Telegraph, 1/6/1846...				x		x					x	x					x	
Sparta Female Seminary, So'n Rec., 6/6/1847.....		x	x	x	x	x		x	x	x	x	x		x				
Decatur Female School, So'n Rec., 12/7/1847.....		x	x	x							x	x	x		x			
Bibb County Academy, Macon Tel., 10/24/1848...		x	x	x							x	x	x		x			
Montpelier Female Institute, Macon Tel., 4/24/1849.....				x	x	x	x			x	x	x	x		x	x	x	

TABLE No. 19—*Continued*

History—England	Ancient	Modern	Astronomy	Chemistry	Botany	Zoology	Geology	Physiology	Calesthenics	Mental Philos.	Moral	Natural	Evidences of C.	Natural Theology	Ethics	Political Econ.	Latin	Greek	Hebrew	French	Spanish	German	Italian	Swedish	Music	Drawing	Painting	Needlework	Sewing	Embroidery	Tambour	Wax Flowers	Dancing
			x						x									x		x						x	x						
			x																						x		x	x					
																	x			x						x	x						
																										x	x						
			x							x	x						x			x	x		x			x							
			x	x								x					x	x															
			x	x								x					x	x							x								
																	x	x		x													
			x	x	x	x	x	x		x	x	x	x	x		x		x							x	x		x					
												x					x	x		x	x					x	x	x					
			x							x	x									x						x	x	x					
																				x					x		x					x	

Seminary in the North.''

			x							x									x	x	x			x	x								
			x	x							x														x							x	
x	x	x	x								x													x	x	x							
			x	x	x		x			x	x	x				x			x														
				x													x	x	x						x								
			x	x								x					x	x	x						x	x							
			x	x						x		x					x	x	x						x	x							

TABLE No. 19—*Continued*

	Spelling	Reading	Writing	Eng. Grammar	Composition	Rhetoric	Elocution	Logic	Belles Lettres	Arithmetic	Algebra	Geometry	Trigonometry	Geography	Use of Globes	General History	History—Greece	" Rome
Female Institute—Columbus, Ga. Messenger, 9/26/1849..												x	x					
Bibb County Female Academy, Macon Tel., 2/26/1850....												x	x	x				
Martin's Select School — Milledgeville, So'n Rec., 3/18/1851												x	x	x				
Houston Female College, Macon Tel., 8/22/1854.....	Had Primary and College Preparatory																	
Branham's Private Acad.—Eatonton, Macon Tel., 7/8/1856	"Usual English Courses."																	
Totals	8	13	15	31	13	13	4	6	12	28	26	19	5	24	3	22	1	1

TABLE No. 19—*Continued*

| History—England | | |

CHAPTER VIII

RELIGIOUS INFLUENCE AND DENOMINATIONAL SCHOOLS

I. Religious Influences in Early Schools

Church and school have ever stood in close relation; in many instances, religion has exerted a determining influence upon the character of education. From the purpose of learning to read in order to secure thereby a knowledge of the Scriptures, to the more comprehensive purpose embraced in the dictum that "The end of learning is to know God aright," education has moved from the first avowed purpose to the last. Minimum requirements of education were embraced in a knowledge of reading, writing, and the common rules of arithmetic; education at State expense was at first limited to these fundamentals both as a matter of right and of expediency.

The history of education in Georgia is one of conflict between those who were willing for the State to furnish the elementary branches of English education to poor and orphaned children only, and those who could see the larger responsibility of the State for the education of all her children. Even after a partial victory had been gained by the establishing of the Common School System, there yet remained the prohibition against education at State expense in any but the "Elementary branches of an English Education." The facts of this struggle have been given in the discussion on educational legislation. During the period here under consideration, education progressed, in so far, at least, as education became more widespread, from a condition of incidental, unorganized schooling of poor children at Church and State expense; through a period of Academies and Poor Schools supported in whole or in part by the State alone; towards the ever-escaping realization of a State-supported system of free schools for all children, with the right to instruct in both elementary and higher branches of learning. In every phase of this development the churches have played an important part.

This free school system for Georgia did not arise until after the Civil War. Meantime, the religious bodies faced the effects of an education purely secular, and took steps to educate their own constituents along their own peculiar lines and under their own management. The main point at issue concerned the lack of any institution of higher learning either avowedly religious or under religious control; therefore, the first efforts of the religious bodies were directed towards the establishment of one or more colleges. As a means to this end, they first established secondary schools, several of which were eventually developed into colleges, either male or female.

In Colonial days, the Church of England was dominant, and exercised in Georgia the right of taxation for religious purposes.[1] But even then, dissenters were too numerous in the new State to give adherence to the English Church. Many dissenting ministers had fled from England, and their arrival in America gave impetus to the organization of newer groups, Presbyterian, Baptist, and Methodist.[2] But in Savannah, the Church of England had a firm hold upon the community; and in Augusta the Commissioners of the Academy and Town set about the erection of a church almost as soon as they had started a school,[3] using meantime the lower large room in the Academy for Divine Worship.[4] After many failures on the part of contractors, the church was erected in 1789;[5] and

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1 *Georgia Gazette*, No. 5, 5/5/1763. Notice is given by the Church Wardens of Christ Church Parish of a tax upon lands, lots, houses, slaves, moneys at interest, goods and effects whatsoever. The tax was a graduated one in proportion to the tax demanded by the Civil Government.

Church taxes were as follows:

3 d. per Slave.
3 d. " every 100 acres of land.
6 d. " £100 at interest and stock in trade.
⅛ of the general tax paid on the value of lots in Savannah.

See Act of Dec. 13, 1792, for the Protection of Religious societies.

2 Constitution, 1789, Art. 4; Sec. 10. Guarantees religious freedom.

3 *MS. Min. of Board of the Commissioners for the Town of Augusta, pp.* 7-16, Jan. 1, 1786. The contractors were ordered to show why they delayed in building the church according to contract.

4 Even before this there was a church in Augusta; in 1751 a church was erected there; Rev. Jonathan Clapp, a Yale graduate, was in charge, and he had been ordained a priest in England.

5 *MS. Min. Trustees,* Feb. 17, 1789; Apr. 1789.

the pews rented for the support of the minister of St. Paul's Parish. The Trustees were responsible for the support of the church, and conducted the sale of the pews, sending out notices to those who were in arrears.[6] The Rector of the church became Rector of the Academy, and had his residence in the Academy building. He thus became responsible for religion and morality in the school, at the same time preaching in St. Paul's Church.[7] The Board resisted all attempts to divorce the church from its control,[8] and for many years continued in this position of proprietorship.

Having control of the common and ungranted lands in Augusta, the Commissioners granted several plots of ground to the denominations on which to erect churches. Such grants were made to the Methodists, and to the Roman Catholic Society in 1811.[9] The same method was used by the University in order to bring religious influence to Athens; and within a few years churches were erected there by Methodists, Presbyterians, and Baptists. President Meigs did not favor denominational influence in the University; educated at Yale, he had seen the result of religious domination of that institution, and he probably was in sympathy with Jefferson's ideas in respect to religious freedom in higher education. This attitude on the part of the university did not find sympathy through the State, however, and in later years was the cause of much criticism and lack of support. Several Presidents succeeding Meigs were ministers; preachers guided the destiny of the institution for many years; but the denominations were not satisfied; they wanted their children educated under definitely religious influence; and thus may be explained the erection of various denominational colleges, both male and female.

The first academy charters came through general legislation providing for public buildings in new settlements—Court House, Jail, Church and School. It is evident that worship played

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[6] *Ibid.*, Oct. 29, 1790; May 16, 1806.
[7] *Ibid.*, Dec. 14, 1805.
[8] *Ibid.*, Dec. 13, 1807.
[9] *Ibid.*, Aug. 31, 1811.

a large part in the life of the State, and the church was the center of this; a familiar phrasing was a "House of Worship to the divine king, by whose blessings the independence of the United States has been established."[10] Thus when Wilkes County set about the erection of the public buildings, special attention was given to the erection of a building for Academy and Church.

It was therefore a natural consequence to expect the masters of such schools to begin the day with prayer and religious instruction. As an illustration of religious education in the school, S. G. Hillyer, Principal of the Scottsborough Female School, advertised to this effect: "The Study of the Scriptures will be a frequent and regular exercise in the school. There will be preaching generally every Sabbath. Care will be taken to guard the morals of the pupils and to instil a sense of propriety in all their deportment."[11]

Since many academy Rectors were ministers, there was a definite religious atmosphere in the academies. The day was generally started with Scripture reading and prayer, and part of the educational service rendered was the inculcation of the principles of morality and religion. The minister was the natural teacher; he worked on the Sabbath and was more or less free from ministerial duties on workdays; he was generally the best educated man in the community, and his education was along the traditional classical lines; the teaching of children was a work that came within his province; to the minister might be intrusted the care of the education of the daughter as of the son. In consequence, a very large percentage of academy and private classical teachers were ministers, though many of them had no charges or regular pulpits. To enumerate these ministers would be like calling the rolls of the various church conferences, for they represented the several denominations; George Whitefield, Benjamin Lindsay, and David Phillips; William McWhir, Moses Waddel, N. S. S., and C. P. Beman, I. S. K. Axon, and Alonzo Church; Adiel Sherwood,

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10 *MS. Min. Richmond Acad.*, Nov, 17, 1794. *np.*
11 *Christian Index*, Vol. X, 1842, 30.

Jesse Mercer, W. L. Kilpatrick; Hope Hull, Otis Smith, C. P. B. Martin, P. A. Strobel, A. A. Lipscomb, and George White—many others might be added to this representative list of schoolmasters who were also ministers.

II. Denominational Attempts at Founding Schools

The first Presbyterians in Georgia were the Highlanders, Scotch soldiers and their families, who settled in Darien in 1735.[12] A more wealthy, cultured, and ambitious group consisted of the Dorchester Puritans, so-called, a number of families who began to settle at Midway, Liberty County, about 1753. The ancestors of these people had come to America and settled in Massachusetts a century before Oglethorpe came to Georgia. These substantial settlers were nominally Congregationalists from their long residence in New England; they came into Georgia after a sojourn in South Carolina.[13] They were substantially Presbyterians, and in Georgia this group produced preachers, teachers, and lawyers. The first five (Presbyterians) ministers of the State were all classical scholars, and several of them teachers of high mark, and had their schoolroom in connection with the church and rendered very efficient service in that way. Whether from necessity or choice, it is a fact that a large proportion of the Presbyterian ministers in this State have been schoolmasters.[14] The Presbyterians were not the first to start their work in schools of their denomination, but they were systematic in their educational organization, though their work was neither so extensive nor so enduring as that of the Baptists. From Stacy's history of the denomination one can see the forces operating to educational ends.[15] "In the early history of the State, there were few ministers, especially educated ones. The Presbytery of Hopewell feeling the necessity of doing something towards remedying the evil, invited, in 1823, the ministers and churches of the Georgia

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12 Jones, *Dead Towns of Ga.*, 48.
13 *Ibid.*, 150.
14 Stacy, James, *History of the Presbyterian Church in Georgia*, 103.
15 *Ibid.*, 108.

Presbytery to unite with them in an effort looking to a greater supply. As a result, a convention was called, and a Society organized at Athens, August 7, 1824, which was known as the Georgia Educational Society, its object being to assist all indigent, pious young men, who had the ministry in view, in obtaining an education. Though chiefly under the direction and control of the Presbyterians, it was non-sectarian. It had a President, seven Vice-Presidents, a Corresponding Secretary, a Treasurer, and fourteen directors. Of these seven Vice-Presidents, two were Baptists and one a Methodist. These denominations, however, did not cooperate to any great extent."

Under these auspices, a Manual Labor School was organized near Athens, in 1832. The school aimed at the education of ministers at lessened expense; at the same time, the labor feature was declared good for mind and body. It may have been good for both mind and body but the school seems to have been too close to the University and there was a stigma attached to the young "parsons." At all events, the school was closed, and the tract of land offered for sale in 1835.[16] Two other schools of this type were soon undertaken: one at Lawrenceville, known as Gwinnett High School, in 1835; this school lasted for three years, and then the enterprise was abandoned. In 1836 it was called Gwinnett Manual Labor Institute and was under the Superintendence of Rev. Robert McAlpin. The tuition charges were $50.00 a year. In that year 40 pupils were to be admitted and there were 60 applicants for these places.[17] The last attempt was more successful; in 1834, it was announced to the public as follows:

> "The Georgia Presbyterian Educational Society have determined upon the establishment of a Literary Institution at Midway, to be known as Midway Seminary. The Rev. C. P. Beman, a gentleman of eminent abilities, is to be placed at its head. No pains will be spared to make this an institution of the highest class, equal to any in any part of the country.

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16 *Southern Banner,* 12/3/1835.
17 *Southern Recorder,* 1/19/1836.

> A course of Manual Labor will be connected with this institution. Each pupil will be required to labor three hours daily, either on the farm or in the mechanics shop.
>
> Exercises commence the Third Monday in January next (i. e. '35). Not more than fifty scholars now; when completed, the building will accommodate one hundred and fifty.''[18]

The school was very successful under C. P. Beman, who was an experienced schoolman and excellent classical teacher. In announcing the reopening for January 1836, the statement of its status was thus given: ''This institution is now under the care of the Trustees of the Oglethorpe University . . . . The Rev. Mr. Beman, the Principal, will be assisted by Mr. Meade, recently teacher of the Mt. Zion Academy.''[19] Meantime, Hopewell Presbytery had undertaken to establish Oglethorpe College at Midway. The college was organized in 1836, with Beman as President, and work began on the building; the College began operations in 1838. The Manual Labor School had simply been absorbed by the College, and no further mention was made of it.

The Methodists were rather slow in starting their educational work, but once started they made rapid progress. They began with the ''Middle Schools,'' intending to establish a female seminary. Taking advantage of the situation in Macon, which presented an excellent field for a seminary, and where the citizens made a generous offer of financial assistance, the Methodist Conference undertook to establish there a female seminary of high grade. In 1836, a charter was secured for the Georgia Female College, the first attempt in the United States at collegiate education for women. The College was opened on January 7th, 1839, under President George F. Pierce. This School, now Wesleyan College, has had a long and successful career.

The Methodists directed their attention towards male schools also: The Male School at Covington, Newton County, of

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[18] *Ibid.*, 12/2/1834.
[19] *Ibid.*, 12/15/1835.

secondary grade, was chartered in 1834, and opened in 1836.[20] Later a classical school was opened at Oxford, in the same county; these two schools combined in Emory College, chartered in 1836. The school at Covington was known as the Georgia Conference Manual Labor School. When it was in operation, the boys worked three hours a day, five days a week, in mechanic's shop or on the farm, receiving a few cents an hour according to the size of the boy.[21]

During the Revolutionary War, nearly all the Baptist ministers had to flee from Georgia to avoid persecution at the hands of the British and the Tories. In 1784, the Georgia Baptist Association was formed; from that time the denomination grew rapidly, and extended into all parts of the State. In 1805, an attempt was made to establish a Baptist College at Mt. Enon, Richmond County; application for a charter was refused by the Legislature, probably because it was feared that another college would work to the disadvantage of the State University; and a charter was obtained for Mt. Enon Academy instead.[22] However, the Baptist denomination was not yet united in the desire for an educated ministry; various fears were expressed concerning the plan for education: the fear that men might enter the ministry by virtue of literary attainments; the claim that education was not necessary, since God was blessing the work of uneducated, devoted men. When a Baptist school did arrive, it came by way of the Manual Labor route.[23]

Briefly stated, the Presbyterian, Methodist, and Baptist denominations, actuated by the desire for an educated ministry, and the determination to bring up their children in their respective faiths, undertook to establish schools of their own. Beginning in a modest way, these denominations soon had in operation preparatory schools for boys and girls, leading up to institutions of higher learning, or preparing for life those who did not purpose to go to college. The Episcopalians were

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20 *Southern Recorder*, 2/5/1834; *Ibid.*, 6/28/1836.
21 Mayes, *Life of Lamar*, 28.
22 Kilpatrick, W. L., *The Hephzibah Baptist Assoc.*, Chap. II, 80-88.
23 *Ibid.*, Chap. III, 89 *f.*

fewer in number than the other Protestant denominations but they too were interested in education. They established Montpelier Female Institute, in Bibb County; in 1850, this school was under control of Bishop Stephen Elliott, Jr., whose announcement in the newspapers indicated an institution of superior worth. For instance, modern languages were offered, taught by natives of the several European countries. There was also Montpelier Male Academy. But neither of these schools lasted long, nor did they develop into institutions of higher learning.

The discussion of denominational schools makes necessary a study of the Manual Labor Schools in Georgia. While not all the Manual Labor institutions were established by the denominations, many of them were. And practically all of them were established during the time of greatest denominational activity. The idea of these schools first manifested itself in the State about 1830; but only one feature of the system was put into practice. Indeed, the Manual Labor Schools in America were never industrial schools; the purpose here was not to make mechanics and trained craftsmen, but rather to assist students in earning their way to a literary or scientific education. This plan appealed to the denominations as a means to a desirable end—an educated ministry.[24] The Manual Labor Schools established by them were academies with the addition of the labor feature. The leader in this movement in Georgia was Adiel Sherwood. In 1831, he suggested to the Baptist Convention the establishment of a classical and theological school, which should "unite agricultural labor with study, and be opened for those only preparing for the ministry."[25]

The matter was taken under advisement and began to be discussed by members of the denomination. A certain contributor to the *Milledgeville Federal Union*, expressed his opinion on this subject as follows:

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[24] *American Almanac*, 1832, 233. The Baptists in 1831 numbered in the State about 32,000 members; the Methodists, 27,000; the Presbyterians, 3,000.

[25] Jones, *Educ. in Ga.*, 61; *MS. Min. Ex. Com. Baptist Convention*, 1/28/1831.

"I am quite willing, notwithstanding my former prejudices, that our young men should be taught to speak their own language correctly but not the Latin and Greek, for I see no use in them; and if at this contemplated school, some knowledge of Grammar, Geography, etc., shall be imparted, while the students may earn a great portion of their expenses and convince us that they do not feel above us poor farmers, it will certainly be popular among us.

"I was of the opinion, that educating young ministers was worse than useless, for I thought the Lord would qualify those whom he Calls to this great work; but may not this *studying* be the only means he uses to qualify them? Just as labor in the field is the only *means* by which God sustains His needy creatures? When I was young and the people less *knowing* than now, learning seemed to be wholly unnecessary; but as the world is becoming more enlightened, especially in towns, I feel it to be the duty of preachers to keep pace with others.

"I will give a mite for the purchase of this plantation, provided the young men labor industriously, and provided no Greek or Latin is taught to them; for these I think unnecessary. I should have no objection to the Hebrew, for I learn the Bible was written in that language originally, but as we have nobody qualified to give instruction in it, of course, we shall have to do without it."[26]

In making a report to the Teachers' Society on the Fellenberg schools,[27] Sherwood admitted that he did not know much about them at first hand, but said he had ideas of his own on Manual Labor Schools; accordingly he proceeded to report on his own plan. He estimated that $6,174.64 would be necessary to start a school for fifty pupils; this would supply the necessary costs of buildings, teachers, tools, stock, vehicles, seed for the first year, supplies and food stuffs; after the first year the school would be self-supporting. Sherwood proceeded to establish near Eatonton, Putnam County, an academy of his own, carrying out the idea of the combination of manual labor and study.[28] Sherwood's advertisement of this school was as follows:

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26 *Christian Index*, Vol. V, 1831, 37-38.
27 *Minutes of the Meeting of the Teachers' Society*, June 2, 1832. *Pamphlet.*
28 Jones, *op. cit.*, 61.

"Education with Manual Labor. Six or eight young men, 12 to 17 years, to educate in Agricultural and Mechanical Arts. Near Eatonton on a farm. The school opens Dec. 23, 1831. The course of instructions covers three years. Charges for board, lodging, and tuition a year were as follows:

For the first year	$90.00
" " 2nd "	75.00
" " 3rd "	50.00" [29]

This gradation of tuition fees is noteworthy. Fees seem to have been determined by two considerations; first, the older the boy, the more he was able to do on the farm or in the shop and consequently the more he could earn toward his own upkeep. In the second place, the lessened tuition from year to year had a tendency to encourage the student to complete the course. Sherwood having definitely figured out the cost of the operation of a Manual Labor School, was willing to risk his own resources in this venture. While his own school was successful, he gave it up at the request of the Baptist Convention, lest competition should injure the denominational school just then getting a start.[30]

Several other Manual Labor Schools were incorporated between 1832 and 1839, but those that succeeded were fostered by the church organizations. Even these did not long retain the original idea but merged with other schools or grew into academies or colleges of the more generally accepted types. The Methodist school was at Covington, Newton County, as mentioned above, and the first call for students twelve years of age or over [31] was issued in September, 1834. A curious interruption came in 1836; the commencement scheduled for July 13th of that year was indefinitely postponed and the school was temporarily closed because of the fact that thirty pupils and two teachers were withdrawn on account of Indian Wars.[32] The school did not recover, and under the presidency

[29] *Macon Telegraph*, 12/31/1831. This was a reopening.
[30] *MS. Min. Executive Committee Baptist Convention*, 10/13/1832.
[31] *Southern Recorder*, 9/3/1834
[32] *Ibid.*, 6/28/1836.

of A. B. Longstreet of the literary institution at Oxford, whatever was left of the Covington School, even the buildings, was moved to Oxford and became part of Emory College.[33]

III. Mercer Institute—A Manual Labor School

The Baptists began to be numerous and active in Georgia by the second quarter of the nineteenth century; they had a small group of excellent and energetic leaders, among whom were Jesse Mercer, Adiel Sherwood, B. M. Sanders, Thomas Cooper, and Thomas Stocks. These men are largely responsible for the educational work of the denomination. The story of Mercer Institute as told from original manuscripts and contemporary records is illustrative of the work of the several denominations, and illuminating as specifically recording the work of the Baptists in establishing and operating a Manual Labor School.

For a number of years it had been the desire of the hearts of the leaders to establish a classical and literary seminary, especially for the education of pious young men preparing for the gospel ministry; there were over 20,000 Baptists in Georgia in 1827,[34] and it was proposed to interest these members in the school. The legacy of $2500.00 left for educational purposes by Josiah Penfield in 1829, decided the issue. A similar amount was secured by subscription, and the possibility of some kind of educational institution was realized. In 1831, Sherwood informed the Convention that Thomas Cooper offered for school purposes a tract of 180 acres of land near Eatonton.[35] While this offer was not accepted, it gave a definite objective to the design; and on June 15, 1831, a committee was appointed to select a plantation for the school "combining labor and study."[36] The site chosen was a farm of 450 acres, eight miles north of Greensborough in Greene County.[37] The village that

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33 For additional information, see the following: Sherwood III, 324; *Southern Recorder*, 2/12/1834; 9/3/1834.

34 *Minutes, Executive Committee of the Baptist Convention*, 1827.

35 *MS. Min. Executive Com.*, Jan. 28, 1831.

36 *Ibid.*, June 15, 1831.

37 *Southern Recorder*, 1/16/1835.

grew up about the school was called Penfield. Here the school was opened in 1833,[38] the way having been prepared by the appointment of a board of five trustees, the adoption of a few basic rules for the conduct and government of the institution,[39] and the erection of preparatory buildings. The character of the school was now fixed as that of a Manual Labor Institution, to be known as Mercer Institute.[40] Two terms were fixed, the first from January to July, the second from July to December. There were to be two classes, Junior and Senior; the Junior class to consist of those engaged in Reading, Writing, Arithmetic, Grammar, Geography and History. The tuition in this class should be $9.00 the first term and $7.50 the second term. The Senior Class should consist of those boys studying Higher English Branches and Languages; tuition charges were $15 for the first term and $12.50 the second term. "Board shall be furnished to all pupils over 16 years at $30 for the two terms beside the deduction for their labor. All under 16 years shall pay $5 per month board, with a deduction made according to the amount of work they do." [41]

The report of the Trustees for the first quarter of 1833 gave the following information: Total enrollment 39, consisting of

Beneficiaries	3
Young men over 16 yrs.	23
Boys under 16 yrs.	13

"The young men of the institution have conducted themselves with much propriety, and the principal teacher together with the assistants has so managed the school as not only to render it respectable, but to be justly entitled to the approbation of its friends and votaries." [42]

Mercer Institute, therefore, had a propitious start, and was especially fortunate in its direction: the Rev. B. M. Sanders,

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[38] *Ibid.*, 8/30/1832. Set the date of opening as Jan. 2nd, Monday, 1833.
[39] *MS. Min.*, Apr. 4-5, 1832.
[40] *Ibid.*, Apr. 28, 1832.
[41] *Ibid.*, June 26, 1832.
[42] *MS. Report of the Trustees of Mercer Institute for the first quarter of* 1833. *n. d.*

Principal Teacher and Steward, was a good teacher and a good administrator as well as a practical farmer. The Board of Visitors, having examined the crops of the students in the summer of 1834, reported that they had "120 acres of corn under excellent culture; 70 acres of cotton and 10 acres of potatoes in fine order, and 2 gardens abounding in all the common variety of culinary vegetables."[43] The farm crops for that year were valued at $2220; and the cost of student labor for this period was $1300.00. During the year 1834, the Boarding Department required foodstuffs to the value of $2827.50. The school received for tuition $1778.00 against which was the charge of $1300.00 for teaching.[44]

The purpose to have this school measure up to the best standards is very evident; at the meeting of the Executive Board of the Convention before the school was opened, Sherwood, as one of the committee, was directed "to write to the Principals of similar institutions, obtain all necessary and important information, and lay it before this Body, at its next meeting."[45] The minutes do not record any report on the subject of this investigation. After the school was in operation, the Board authorized B. M. Sanders, Steward and Principal, "to correspond with such literary gentlemen as he may think best, in order to obtain the most improved system of instruction, course of studies, etc. to be adopted in the institute and to report the results at the next meeting." Again the minutes are without any mention of such a report.

From the minutes themselves, however, and from the Steward's account book, it is clear that the courses offered were college preparatory, especially after Mercer became a University in 1839.[46] The students of the Senior Class were charged tuition for Higher English branches and "The Languages," and Latin and Greek texts were charged on their individual

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43 *Southern Recorder*, 7/16/1834.
44 *MS. Minutes*, Jan. 20, 1835.
45 *MS. Min. Executive Com. of Baptist Convention*, January 28, 1831.
46 First College Classes at Penfield, Feb. 1839.

accounts.[47] This relation of College and Academy in the University continued for about twenty years, the Academy definitely preparing pupils to enter the College. There is definite information concerning this relationship as of 1839, as shown by the following:

CURRICULUM

"To be admitted into the Academic Department the applicant must be able to read and spell with tolerable correctness, and write a legible hand; he must understand the four fundamental rules of *Arithmetic*, and be of good moral character. *Studies.* In the Academic Department, the students shall give attention at suitable times to spelling, reading and writing, and also to composition and declamation. They shall study English Grammar, Arithmetic, Geography (Ancient, Sacred and Modern), Latin Grammar, Historiae Sacrae, Viri Romae, Latin Reader, Caesar's Comentaries, Virgil, Cicero's Select Orations, Mair's Introduction to Latin Syntax, Greek Grammar and Delectus, the four Gospels and Acts, Graeca Minora (or Jacob's Greek Reader), Heathen Mythology, History of the United States, and an easy and short work on Biblical Antiquities. The studies and classes to be arranged according to the discretion of the Faculty, and such additional text-books to be selected by them as may be deemed most useful."[48]

The close articulation between Academy and College is shown by the subjects offered in the Freshman class of the latter; as follows:

"COLLEGIATE DEPARTMENT

Freshman Class.

First Term, From August to December. Livy commenced; First Volume Graeca Majora concluded; Algebra continued; Roman Antiquities; a short and easy work on the evidences of christianity; Arithmetic reviewed; Algebra commenced.

Second Term, From February to July. Livy concluded; First Volume Graeca Majora concluded; Algebra continued; Exercises in writing Latin and Greek."[49]

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[47] *MS. Steward's Account Book,* 1833-4-5.
[48] Ragsdale, *The Story of Georgia Baptists,* Chap. XI, 218.
[49] *Ibid.*

The first rules concerning discipline and conduct were contained in a letter of the Trustees giving certain rules passed February 5, 1833;[50] and passed again by the Board October 29, 1835: "Resolved, that students under 18 years old be subject to corporal punishment by their teachers whenever they deem it necessary; those between 18 and 21 years old may be punished in like manner by the teachers in council or referred to the Trustees for expulsion, and those over 21 years old shall be subject only to reproof and expulsion."[51]

In addition to this general rule there were some other more specific rules, informally stated, among which were the following:

"Suggestions in Relation to the School.

1. If any (student) leave school without permission he shall not return without whipping at the discretion of the teachers.

2. All students are to be classed as the general interest of the school and the convenience of the teachers shall require.

3. Concerning applicants—moral character shall be required—what they have studied—whether religious—or chew tobacco.

4. Bad recitations, as well as idleness or any other impropriety in study hours, shall subject the aggressor to confinement in the school room, which confinement shall not be remitted but upon a certificate from each of the teachers.

5. Each room shall at all times be accessible to the teachers during study hours without their having to knock at the door.

6. No washing shall be done in windows nor floors wetted—nor outside walls by throwing out water—nor yard littered by litter thrown from windows."[52]

Sanders found it necessary to keep individual records of the students, both concerning their finances and their personal conduct. As examples of these accounts kept by the Steward, two accounts are copied here.[53] The first is that of J. R. Chiles, a student 18 years of age:

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50 *MS. Letter.*
51 *Minute Book Executive Committee,* 1835, *n.p.*
52 On fly leaf of *Steward's Day Book,* 1835.
53 *MS. Steward's Account Book,* 1833-9, *n.p.*

J. R. Chiles, 18.

Dr. 1834		Cr. 1834	
Jan. 30		Jan. 13	
Rhetoric	.50	Advanced for Board	37.00
Atlas	.50	July 28	
Waggoner	.50	Balance last term	10.31½
Apr. 26			
Natural Philosophy	1.00		
English Grammar	.75		
Postage	1.06½		
Tuition—1st class	15.00		
Board & Washing			
6 months	28.00		
	47.31½		47.31½
July 30		July 28	
Latin Grammar	1.00	Advanced 2nd term	36.67½
English Grammar	.75	Philosophy returned	1.00
Aug. 9		English Grammar returned	.75
Greek Grammar	1.00		
Tuition—2nd term	12.50		38.43½
Board & Washing			
2nd term	23.50	Cash in full	2.00
Postage	1.40		
Postage	.25		
	40.40		40.43½

An unusual case was that of a family named Daniels, which in 1834 had five boys at this school, whose ages were 14, 12, 12, 10, 8, years. Their account is here given in full for the two terms of 1834.[54]

[54] It may be noted that these five boys were furnished tuition, board, and books for one year with the payment of only $300.75 in cash.

Dr.			Cr.	
Jan. 22		:		
Two spelling books 37½,		:	By estimate of labor	
English reader 37½	.75	:	5 2/3 mo.	31.00
Arithmetic 37½, 3 Eng-		:	By 141# lard 12½¢	17.62
lish Grammars .75	2.62½	:		
Paper 12½, Geography		:		48.62
& Atlas .75	.87½	:	By labor 2nd term	27.50
Slate 25, Tuition of 5		:	Hind quarter beef)	
—1st term 45.	45.25	:	107# @ 3¢)	
Board 5 2/3 mo. @ $6		:	Fore quarter beef)	
per mo.	170.00	:	113# @ 2½¢)	6.03
	219.50	:		82.15
Aug. 9		:	Nov. 2	
To Writing Master		:	160# Hind quarter beef)	
$3 for 3 sons	3.00	:	155# Fore quarter beef)	8.17
Board 5 sons		:	Nov. 20	
5 months @ $6.	150.00	:	133# Hind quarter beef)	
Tuition 5 sons		:	134# Fore quarter beef)	7.34
2nd term @ $1.50 per		:	Nov. 26	
mo.	37.50	:	125# Hind quarter beef 3¢	3.75
	410.00	:		101.41
3 United States His-		:	Oct. 25	
tory 1.87½	1.87½	:	130# Fore quarter beef)	
2 Arithmetics .75	.75	:	128# Hind quarter beef)	7.09
2 Window glass broken	.50	:	43# butter 12½¢	5.37
Geography	1.00	:		
2 Window glass broken	.50	:		113.37
		:	1835	
		:	Jan. 15	
		:	Cash in full	300.75
	414.62	:		414.62

Among the conduct accounts, certain entries concerning charges against these students appeared under the date of Sept. 28, 1835:[55]

> *Longstreet:* Did not make fire in time. Had to part with night disturbers and made with others, too light a matter of it.
> Dast and Confound.
> Impudent charge upon the teachers of taking no notice of smoking. Refused to tell who, when asked. He & Mosely did in school hours.

But apparently *Moseley* was not going to escape, for very soon Principal Sanders chalked up against him the following serious charges:

> *Moseley:* Shuffling on the floor with E. Bacon and taking Lawton by the neck and pressing him to dance. Making R. Anthony hallo dam, dast & many other oaths. Smoking in school hours and frequent absence from the room.

More interest seems to have been taken by the Baptists in their Manual Labor Schools than by the other denominations. To illustrate this, read the summary of A. Sherwood, Secretary, Board of Trustees of Mercer University in 1839:

> "We congratulate all the friends of the Manual Labor System, on the practical demonstration of its success in this Institution, and would recommend those who would avail themselves of the benefit of the few vacancies that still remain, to make early application."[56]

Again in December of the same year[57] the Baptists summarized their educational accomplishments by mentioning "Thriving Mercer University (Academy and College) and thriving Female School (Penfield) and Manual Labor School at Cave Spring, Floyd County." . . . . "The school no doubt will prepare many young men for the College, and many more for active usefulness who may not go to College . . . . We need another good Manual

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[55] *MS. Account Book of B. M. Sanders,* 1835-39, *n.p.*
[56] *Christian Index,* 6/13/1839.
[57] *Ibid.,* Dec. 12, 1839, 800, Our Literary Institutions.

Labor School somewhere in the low country . . . . With these schools cooperating with the College, the work of education might be expected to go on prosperously. We should have a race of young men to whom the plough-handles and hoe-helve would be quite familiar.'' . . . .

Concerning the Hearn Manual Labor School at Cave Spring, mentioned above, somewhat later information is available. In 1842, this school advertised a Primary Department, consisting of Females, and Males under 10 years of age; and a Classical and Manual Labor Department. In the Classical Department they offered the Higher English Branches and the Latin and Greek languages at $15 a session, adding ''Cabins will be furnished to boarders gratis, they bringing their own bedding and furniture, and bound for all damages done to the buildings. Board can be had at Five and Six dollars per month, and Washing at one dollar.'' [58]

IV. Summary—Manual Labor Schools and Other Denominational Institutions Listed

The Manual Labor movement resulted in the establishment of ten different schools, none of which had a long existence; but out of the movement in three instances had grown colleges, each fostered by a religious denomination. These colleges might very well have been established if there had been no Manual Labor Schools; the fact remains that the latter served to focus the educational interests of the thirties, and probably led the way to the creation of the higher institutions. The movement created state-wide interest in education so that there was a decided upward movement toward education at this time. This is indicated by the action of Legislature in 1834; that body expressed in resolution a cordial approbation of the Manual Labor System and a willingness to foster and encourage the efforts making to that end by several religious denominations.[59] Ten Manual Labor Schools established in the '30's are here enumerated, as follows:

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58 *Christian Index*, Vol. X, 1842, 144.
59 Prince, *Digest*, 279.

TABLE No. 20
10 Manual Labor Schools

Name of County	Estab.	School	Reference
Camden	1832	Manual Labor School	*Acts* 1832, 10
Clarke *cir.*	1832-3	Manual Labor School near Athens; abandoned 1835—Presbyterian	Stacy—*Hist. Presby. Ch.,* 108 *f.*
Floyd	1839	Hearn Manual Labor School, Inc. (Baptist)	*Acts* 1839, 130
Greene	1833	Penfield Baptist Manual Labor School	Johnston, R. M., *Autobiography,* 29, Chap. XI; *Southern Recorder,* 1/16/1835; *MS. Minutes*
Gwinnett	1835	Manual Labor Institute, incorporated (Gwinnett High School, Lawrenceville) abandoned 1845—Presbyterian	Stacy—*Hist. Pres. Ch.,* 108 *f.*; *Acts* 1835, 116
Houston	1837	Manual Labor School incorporated	*Acts* 1837, 19
Houston	1839	Wesley Manual Labor School (Methodist)	*Southern Recorder,* 12/11/1838
Newton	1834	Georgia Conference Manual Labor School incorporated (Methodist)	*Southern Recorder,* 2/5/1834; *Acts* 1834, 150

TABLE No. 20—*Continued*

Name of County	Estab.	School	Reference
Putnam	1832	Eatonton. Sherwood established here a Manual Labor School	Wade, *A. B. Longstreet,* 189 *ff.*; *Teachers' Soc.* meeting 6/2/1833; Jones, *Educ. in Ga.,* 61
Talbot	1838	Collinsworth Institute (Manual Labor) incorporated. Changed ownership in 1851 and became College Preparatory.	*Georgia Telegraph,* 11/11/1851; *Acts* 1843, 93

The denominations did not confine their educational interests to Manual Labor Schools; their institutions became numerous in the later decades of the ante-bellum period, as may be seen from the following list of schools.

TABLE No. 21

DENOMINATIONAL

Colleges, Institutes, Academies, etc.

Denomination	County	School	References
Presbyterian	Baldwin	Midway Seminary	*Southern Recorder,* 12/9/1834
Presbyterian	Baldwin	Midway: Ogle-thorpe College, 12/21/1835	Northern: *Men of Mark in Ga.,* Vol. I, 257 *f.*
Methodist	Bibb	Macon: Georgia Female College, chartered 12/23/-1836 Opened 1839, 1st Grad. Class 1840	*Laws* 1836, 12/23/-1836; Buckingham: *Slave States,* Vol. I, 195 *ff.*; Burke: *Reminiscences of Ga.,* 203; Richards, *Ga. Illus.,* 13-16

TABLE No. 21—*Continued*

Denomination	County	School	References
Episcopalian	Bibb	Montpelier Female Inst., Bibb Co., conducted by Episcopalians, 1850, under Bishop Stephen Elliott, Jr.	*Georgia Telegraph,* 2/24/1849; 12/24/-1850
Methodist	Cass	Cassville Female College	*Educational Repository & Family Monthly,* Vol. I, No. 4, Apr. 1860, 201-4
Baptist	Cass	Cherokee Baptist College, opened 1854, Inc. 1855	Catalogue, 1856
Presbyterian	Clarke	Manual Labor School near Athens, cir. 1832	Stacy: *Hist. Presbyterian Church in Ga.,* 108 *f.*
Catholic	Chatham	Academy St. Vincent de Paul, Savannah, 1845	Inc. 1845 as Savannah Inst. of the Sisters of Mercy
Baptist	Floyd	Hearn Manual Labor School	*Laws* 1839, 130
Methodist	Floyd	Cave Spring: Cherokee Wesleyan Institute	*Laws* 1840, 428
Presbyterian	Floyd	Rome: Female College, 1857, inc.	*Laws* 1857, 145

TABLE No. 21—*Continued*

Denomination	County	School	References
Baptist	Greene	Penfield: Baptist Manual Labor School, begun in 1833, chartered as Mercer College in 1837	Wade: *Longstreet,* Chapter XI, 241 *f.;* Johnston, *Autobiography,* 29
Baptist	Greene	Penfield Female Seminary	Jones: *Educ. in Ga.,* 64; *Augusta Chronicle-Sentinel,* 1/14/1840
Presbyterian	Greene	Greensborough Female College, opened Jan. 2, 1852	White's *Hist. Coll.,* 476; *Catalogue* of 1852-3
Baptist	Hancock	Linton: Washington Inst. opened 1858	*Laws* 1858. #107
Methodist	Houston	Wesley Manual Labor School	*Southern Recorder,* 11/28/1838
Methodist	Monroe	Culloden Central Fem. Institute	*Georgia Telegraph,* 8/8/1855
Baptist	Monroe [60]	Forsyth: Female Collegiate Inst., Inc. 1849	*Southern Recorder,* 1/9/1855; Jones, *Educ. in Ga.,* 71; White's *Hist. Coll.,* 561
Episcopalian	Monroe	Montpelier Male Academy: Episcopalians conducted a good High School here for 10 years, (probably 1845-55)	White's *Hist. Coll.,* 562; *Georgia Telegraph,* 10/14/1851

[60] Also called Monroe Female College; also called Monroe Female University in 1855. (*Southern Recorder,* 12/18/1855.)

TABLE No. 21—*Continued*

Denomination	County	School	References
Methodist	Morgan	Madison: Georgia Female College, Inc. 1849	White's *Hist. Coll.*, 566; Catalogues, 1851-2; Circular, 1861
Baptist	Morgan	Madison Female College, Inc. 1849, grant deg. 1850; lasted until 1862	White's *Hist. Coll.*, 566; *Laws* 1840, 428
Methodist	Newton	Covington: Methodist Conference Manual Labor School, 1834	*Southern Recorder*, 6/28/1836 *Laws* 1834, 150
Methodist	Newton	Oxford: Emory College 12/10/1836	*Southern Recorder*, 6/28/1836
Baptist	Randolph	South Western Female College (in operation 7 years) est. 1853	White's *Hist. Coll.*, 590
Baptist	Randolph	Cuthbert: Bethel Female Inst., est. cir. 1852	Golden: *Uncle Tommy Muse.*, 75-80
Methodist	Randolph	Cuthbert: Andrew Female College, est. 1854	Smith: *Hist. of Methodism*
Baptist	Randolph	Villa Nova Baptist Female College, opened 2/17/1852	White's *Hist. Coll.*, 590
Baptist	Spalding	Griffin: Marshall College, 1857	*Memoirs of A. Sherwood*, 330-3; *Laws* 1858, 118
Presbyterian	Spalding	Griffin: Synodical Female College	*Laws* 1852; White's *Hist. Coll.*, 634; *Southern Recorder*, 1/9/1855

TABLE No. 21—*Continued*

Denomination	County	School	References
Methodist	Spalding	Griffin: Collegiate Seminary	*Laws* 1851-2
Lutheran	Sumter	Americus: Female Inst. Rev. P. A. Strobel was Principal of this school. Est. 1852	White's *Hist. Coll.*, 641
Methodist	Telfair	McRae, a Methodist Secondary College	Smith's *History of Methodism*
Methodist	Thomas	Thomasville: Young's Female College	*Laws* 1860, 176
Methodist	Thomas	Thomasville: Fletcher Institute, Inc. 1848	White's *Hist. Coll.*, 648; *Laws* 1853-4
Meth. Prot.	Troup	Central Male College	Sherwood IV; *Laws* 1851-2
Methodist	Troup	LaGrange: Methodist Female College	Smith's *Hist. of Methodism*
Baptist	Troup	Southern Female College at LaGrange, est. 1843	Jones: *Education in Georgia*, 71
		It became LaGrange Collegiate Seminary for Young Ladies, 1849-50	*Laws* 1852-4; White's *Hist. Coll.*, 590 *f.*
		Became Southern & Western College, Female, 1852	Sherwood IV

TABLE No. 21—*Continued*

Denomination	County	School	References
		And became Southern Female College, 1854	*Columbus Inquirer,* 12/22/1857
Baptist	Wilkes	Washington: Southern Baptist College, 12/29/36	Prince, *Digest,* 866
Presbyterian	Wilkinson	Talmage Normal Inst., 1854; Talmage Inst., 1874	Davidson, V.: *Hist. Wilkinson Co.,* 168 *ff.*
Baptist	McIntosh	Washington Institute (near Darien)	Pamphlet, *Washington Baptist Asso.,* Sept. 1858
Baptist	Polk	Cedartown: Woodland Female Seminary, became Woodland Female College, 1856	Catalogues, 1853-55-56; *Laws* 1855-6, 288

The denominational interests expressed themselves in the creation of a number of colleges, institutes and academies, both male and female. Probably their greatest service in the three decades preceding the Civil War was in encouraging female education. Beginning with the Methodist Female College of 1836, a considerable number of female schools of superior grade were established by all denominations. It was the day of adherence to denominational belief and interests, a time when it became incumbent upon each church to look after its own children. This attitude, expressed by a visitor to Monroe Female University and printed in their catalogue of 1858, shows how strong were the denominational ties.

> "This is a Baptist School . . . I am in favor of Denominational, and I had almost said *Sectarian* schools, and believe that it ought to receive the patronage of that respectable denomination, and being

myself a Methodist with all my heart, soul, mind and strength, would, of course, recommend Methodist schools to Methodist parents. I am informed, however, that the able President of the Forsyth School never endeavors to induce his pupils, in the least, in regard to their religious predilections.''

A discussion of the work of these female schools has been given in the preceding chapter: in the beginning, the female schools were not prepared to do college work of the kind offered in the male colleges; there was neither the demand for that kind of education nor a sufficient number of girls prepared to undertake it. These female institutes and colleges probably rendered their greatest service in raising the whole aim and standard of female education; by adapting their courses of study to the ability and accomplishment of their students, they gradually built up a female student population ready for higher education.

The foregoing list embraces institutions established by the various denominations prior to 1860, and includes all those that have been discovered. It is a considerable list, and represents a commendable accomplishment.

CHAPTER IX
SUMMARY AND CONCLUSION

In colonial days, Georgia parents provided for the education of their children, either in their own homes under tutors, or in private schools. There were two types of such private schools, both of which persisted well into the period of statehood. First, that type represented by the "old field school," supported by a small group of families and conducted in a rude building, sparsely furnished, and situated within a fairly convenient distance of the homes represented. The teachers of such schools were generally of small ability, possessing few qualities to recommend them as schoolmasters beyond a limited store of elementary knowledge and no other means of livelihood; they were transients, serving a short time in one neighborhood, and having no fixed abode. The rare exception was the man of some learning whose age or dissolute habits unfitted him for any permanent occupation. Schools of the second type were those conducted by private masters, sometimes in a rented room, sometimes in the teacher's own house, rarely in a house erected for school purposes. These masters were often the ministers of the community, frequently well educated men who could instruct in the classics. If not ministers, then these first classical teachers were at least men who had been to college either in the northern states or in Europe, and who might be said to have had some preparation for their task. In schools of this type only was education of secondary grade offered. For girls, there was no education of secondary grade. The situation thus presented left the responsibility for education in the hands of parents and guardians. The only responsibility assumed by governmental authority was that which concerned the education of orphans and poor children; and no secondary education was afforded them. This was the traditional attitude; in this fashion had education been provided in the past, and conditions, however changed, had not yet effected a change of attitude toward responsibility for the education of children.

In some respects, liberty and statehood, presenting new situations, soon showed advances in educational theory and practice. Georgia was still a frontier state; new lands were being opened for settlement; and new settlers were coming to occupy the country to the westward of the few seacoast towns. These settlers brought traditions of their own states concerning religion and education; ties with England were broken though many of the necessities and all the luxuries must still be imported. The first Constitution contained a provision for education, very general in wording, but sufficiently comprehensive to authorize almost any legislation. The result was manifest in legislative provision for the education of those who could afford to pay for it rather than for all the children of the state. This was followed by provisions for education at the top, the creation of the State University, with wide powers of supervision over all the Literature of the State; more specifically, it meant supervision over the academies, incorporated and to be incorporated, to the very definite end that these middle schools might become proper feeders for the College.

The credit for the creation of this system of education is due to a comparatively small number of citizens, men who had come from older states where beginnings had been made towards an educational system; not upon the whole citizenry, for a majority of the people were themselves poorly educated and were too much occupied with clearing farms in the wilderness to see the importance of education or realize the material benefits that might derive from it. Nor was the Church a determining factor in the creation of this system of education: no denomination alone was strong enough to be a controlling factor, though several denominations developed their own systems of schools, and took definite attitudes towards education in general.

The Academy movement, once started and given impetus by substantial grants of land and money, spread rapidly, and became practically the sole agency recognized and partly supported by the state for furnishing secondary education.

Even when the annual state grant ceased, the academies continued to function, as well as to increase in number. The education offered was of the traditional type—classical and mathematical with a gradually developing inclination toward scientific subjects. The poorer, weaker schools fell by the wayside; the better ones continued to function, giving way slowly before the advance of public secondary education as afforded by the High Schools. The Charter usually granted extensive powers to a designated Board of Trustees: the right of self-perpetuation, of ownership of property, of claim upon the public wealth in lands or moneys. The only demand made in return was that of reporting to the Senatus Academicus, and this was often neglected. It is probable that there were too many County Academies: it was too easy to secure the minimum essentials represented by a charter, a grant of land, and a money grant; the supervisory agency did not function as efficiently as had been contemplated; each school under the control of its Board of Trustees became a law unto itself; there was a general lack of standards for secondary education, the chief measure being the ability to prepare boys for college. Similarly, no standard for female education existed, and the aim was to prepare girls to take their places in society. Courses for girls continued to increase in number if not in quality; additional courses, or extra studies, induced the girls to prolong their attendance at Seminaries and Academies after they had completed the usual course of studies; but until the beginning of female Institutes and Colleges, the state afforded no higher education than could be provided in the Seminaries.

Through the period under observation, private schools and academies ran parallel with the State schools and local Public schools. Such private schools had more definite control over the pupil personnel and over the courses of study; the result, frequently, was the development of one course at the expense of others, and the creation of an atmosphere of refinement and social selection impossible in the more democratic county schools.

Yet both Academy and Seminary performed a great service for Georgia. It was their task to prepare young men and women for the business of life, whether in trade, profession, household economy, or society; to send them out grounded in the principles of honesty, morality, and patriotism. Trained in their minds and hearts rather than in their hands, the graduates of Academies and Seminaries became leaders in a society in which the level of education was not high. The Seminaries supplied the teachers for the Common Schools—not as well trained as they should have been for the task, but better prepared than their mothers, and often filled with a growing sense of pride in their freedom and emancipation.

In the later years of the period, many female colleges were established; these generally evolved from Seminaries, and as a result of offering higher courses in the upper classes. The education afforded was not of the kind given in male colleges, however definite claim might be made to the contrary. Generally, they retained many of the characteristics of the Seminary; but they did constitute a considerable advance in scholastic attainment and a decided advance in the theory and practice of female education. Of great importance in this advance was the part played in female education by the religious denominations.

In conclusion, it can be said that the idea of a system of secondary education at State expense was very slow to develop in Georgia. It did not become an actuality until after the Civil War. Meantime, education of secondary grade was that supplied only by the academies and seminaries, chartered, endowed, and in part supported by the State (until 1837); by a small number of public High Schools, supported by local taxation; and by private and denominational schools similar to Academies.

— END —

APPENDICES

APPENDIX I

Classified Notices from Georgia Newspapers Concerning Secondary Education: Academies, Private Adventure Schools, and Teachers

I. Male Schools; Adventure Masters

Georgia Gazette (Savannah), May 21, 1766

The subscriber *having opened school* opposite Mr. George Baillie's book store, purposes teaching the English, Latin & Greek languages, Writing & Cyphering. He also intends keeping a Private Evening School, for the instruction of such gentlemen as cannot conveniently attend in the morning; and flatters himself that his method and attention to his business will merit encouragement.

John Holmes

Advertisement appears also May 28 and June 4.

Georgia Gazette, July 16, 1766

Alexander Fullerston intends to open a school in Savannah for English, Writing, Arithmetic and Book-keeping.

Georgia Gazette, April 8; April 15, 1766

The Subscriber begs leave to inform his friends That he intends opening a school, on Monday the 20th of this instant April, at the house of Mr. Christian Camphire, adjoining the Collector William Spencer, Esq., where he . . . . designs teaching Latin, Reading, Writing, and Arithmetic.

James Whitefield

N.B. A few Masters and Misses will be also lodged and boarded.
(On April 22, he informs that he has opened his school.)

Georgia Gazette, April 20, 1768

Alexander Findlay and James Seymour, A. M. Design to open school.

On Monday the 25th of April, in the lower end of Broughton Street, next door to Mr. Anderson's the Surveyor.

Where will be taught, after the most easy and familiar methods, the following Branches of Literature, viz. Reading, Writing, Arithmetic both Vulgar and Decimal, Latin and Greek; also several parts of the Mathematics, such as Algebra, Euclid, Elements of Geometry, Plain Trigonometry, Navigation, and Surveying, etc.
April 27th & May 4th: Have opened school, etc.

Georgia Gazette, April 20, 1769

Thomas Nicolson Having declined keeping a Publick School, presumes to acquaint the Publick, that he proposes teaching in private the French language and the classics on very reasonable terms, and will wait on any gentleman that chuses to be instructed in his own home, etc.

Georgia Gazette, Oct. 25; Nov. 11, 1769

The subscriber having taken a convenient house, proposes to board 8 young gentlemen at 22 £ per annum and to instruct them in the Latin and Greek languages, Writing, Arithmetic, and several branches of the Mathematics. The greatest care will be taken to improve them in the principles of the English language, and to accustom them to a just and agreeable manner in pronunciation and reading. Young ladies may be taught English Grammar, Writing, etc., Privately.

Edward Langworthy.

Georgia Gazette, Wednesday, March 2, 1774

Portus infelicitatis ars est mortalibus.

An Academical School.

The subscriber has just opened, at the west end of the Commons, next door to the widow Norton, where he teaches Latin, English, French, and other languages grammatically; Writing and Arithmetic both Vulgar and Decimal; and several other Liberal Arts and Sciences.

Thursdays and Saturdays in the afternoon, from the hour of 3 until 4 o'clock Book-keeping after the Italian method; and from four till five the use of the Small Sword.

An Evening School also will be opened provided a sufficient number of scholars offer . . . .

Stephen Biddurph

Georgia Gazette, Wednesday, Jan. 3, 1776

John Daniel Hammerer intends opening a school for the Instruction of Youth in the Classics, and the usual Branches of English Education . . . . at his house in Broughton Street, formerly occupied by Lady Houston. . . . . French taught, if required.

Georgia Gazette, April 3, 1783

By the month, at Four Dollars, Latin, French, Spanish grammatically, Navigation new method without book or instrument, and several other branches of the Mathematics, taught by

Stephen Biddulph:

who translates in most Foreign Languages.
N.B. Two Dollars Entrance.

Georgia Gazette, Nov. 27, 1783

A School

The Publick are hereby informed, that a School is now opened, at the Parsonage House in this place, by the subscriber, who will instruct in the Latin and Greek Languages, and also the Reading and Writing of the English . . . .

Samuel Bird.

Georgia Gazette, Jan. 22, 1784

Samuel Bird inserts a long advertisement: his plan of a school for Latin and Greek chiefly has not been successful. He now proposes to take all ages and both sexes, and will suit his studies to the needs of the children offering for his services.

Georgia Gazette, Feb. 2, 1786

The Rev. Edw. Lucas has opened in the Parsonage House, A Grammar School, where a number of young Gentlemen, not exceeding twelve, will be taught the Greek and Latin Classics, on the most approved plan. Terms: A Guinea and a Half Entrance, and Two Guineas a Quarter.

Georgia Gazette, May 25; June 1, 1786

Will open . . . . a Grammar School at the Filature . . . . to teach the Latin, French and English Languages, Writing and Arithmetic.

B. Macho

Georgia Gazette, Aug. 17, 1786

At the solicitation of some gentlemen, the Rev. Wm. Nixon has opened

An Academy

in the Parsonage House, for the Instruction of Youth in English, Latin, Greek, & such Sciences as are generally taught in the European Colleges. All due care shall be taken of the Grammar & parsing of our native language, in order to enable such as may be unacquainted with the learned languages to speak & write English with propriety. The Geometrical Demonstrations of Euclid, Astronomy and Natural Philosophy, shall be given on the plate, and in general terms, according to the true principles of science. The prices of tuition shall be submitted to the parents of the scholars at the first public examination, which will be one month after the date hereof.—17th Aug. 1786, Savannah.

Georgia Gazette, Oct. 5, 1786,—appears:

Rates of Tuition
at the
Rev. William Nixon's School
in Savannah.

Eng. Writ. Arith.	1 £ 10 s. per qr.
(Eng. Gram. Writ. Arith.	
(Euclid's Elem. of Geom.	2 £ 10 s.
Latin & Greek	2 £ 10 s.

One Qr's tuition to be always paid for in advance.

N. B. Mr. Hearn, Bookseller, at whose house Mr. Nixon lodges, would board a few gentlemen on moderate terms.

Georgia Gazette, Aug. 28, 1788 (Repeated Sept. 11, 18, 25)

The Rev. Benj. Lindsay and Robert Walker, lately from the U. of Edinburgh, whose testimonials will bear the minutest inspection, intend to open an Academy, on the 1st of September next in the house formerly occupied by the Rev. Mr. Bowen . . . . The terms are as follows, viz. On admission, One Guinea. For Greek, Latin, French, and Mathematics, Two Pounds Sterling per Quarter. For English, Writing and Arithmetic, Thirty Shillings Sterling per Quarter . . . .

N.B. The patronage of the inhabitants of Savannah and its vicinity is solicited, as long as the proficiency of the pupils comitted to their charge shall merit it. The strictest attention to morals, as well as other improvements, may be depended on.

Georgia Gazette, July 16, 1789

This is to inform . . . . that the Academy now kept in Broughton Street will be removed . . . . to a house built for that purpose in Drayton Street . . . . ; it will be conducted by Messrs. Lindsey and Chandler . . . . (French, Classical & Mathematical, English) . . . . the more advanced pupils may . . . . be instructed in the principles of Geography, Astronomy, Rhetoric, and Belles Lettres.

Georgia Gazette, Sept. 24, 1789

Notice that Rev. Mr. Lindsey and Mr. Chandler are no longer keeping school together. His school will continue.

Samuel Chandler notifies that he will open a school 1st Monday in October, 8-12 A. M.; 2:30-5 P.M.

Chandler's Evening School continues, beginning 1st October.

Georgia Gazette, May 27, 1790

The subscriber respectfully informs the public, That he now has the direction of the

Academy

kept in Gen. Jackson's office, lately under the care of S. Chandler. The Latin and Greek languages, Mathematics, English grammatically, Writing

in all its various hands, Geometry, Drawing, etc., will be taught with assiduity & accuracy. Quarterly examinations will be held for the satisfaction of those who may favor him with the tuition of youth. During the summer, school will begin at six o'clock, A. M.

J. Turner

Georgia Gazette, July 10, 1794

An Academy will be opened on Monday 30th instant in the Filature.

All the Learning Common in English Schools
at 2 dollars a month.
All the usual Branches of a College Education,
if required, at 3 dollars a month.
Two dollars entrance besides.
Hours of Business
From sunrise till one P.M. (except a short
interval about 8 o'clock), and from 3 to 5.
(Rev.) Thomas H. M'Caull,
Late Pres. of Mount Sion College.

Note: Rev. McCaull's Academy did not last long—see the following notice.

Georgia Gazette, May 26, 1796

On Monday, 23d inst. An Academy will be opened (by the subscriber) in the Filature where the Rev. Mr. McCaull lately taught, for the Instruction of Youth in English, Latin, Greek, and the elements of the sciences generally taught in Universities.

William Nixon.

Georgia Gazette, Sept. 22, 1796

Academy at the Filature
Scholars of both sexes.

(Euclid, Latin & Greek are Secondary School subjects offered)

Wm. Nixon

Georgia Gazette, Jan. 24, 1799

Grammar School

Messrs. Munns and Higham respectfully acquaint their friends . . . . that they have opened an Academy for the reception of 40 Young Gentlemen, in Abercorn Street . . . . where every branch of literature requisite to complete the education of youth will be taught.

For French, Latin and English,
15 dollars a quarter and 5 dollars entrance.
For English, Writing, Arithmetic, Geography,
8 dollars a quarter and 3 dollars entrance.

Georgia Gazette, Feb. 28, 1799

Munns & Higham give notice that "they have made arrangements for the admission of a few Young Ladies from 12 till 2, to be instructed in Writing, Arithmetic, Geography, etc."
These men soon separated:

Georgia Gazette, Nov. 28, 1799

"The Academy formerly conducted by Munns and Higham will be opened at the Filature on Monday, the 2nd of December by Higham and Stouf, with proper assistants."

English, Writing, Arithmetic, Mathematics, 8 dollars per quarter, 3 dollars entrance
Ditto with French, etc.

The Georgia Republican, Savannah, Nov. 22, 1804

A Classical and Mathematical Academy

Will be opened, on the first day of November, under the direction of Rev. Wm. Best, A. M., and Samuel Hueston . . . . where youth will be grammatically and methodically instructed in the Greek, Latin and English languages, Elocution, Composition, Letter-writing on occasions of business or familiar correspondence; Chronology, Geography, Astronomy in a manner calculated to render its communication easy, with the use of the Globes, Tellurian and Planetarium; Writing, Arithmetic, Book-keeping, and a System of concise and perspicuous methods of calculation; Euclid's Elements; Algebra, Conic Sections, Trigonometry, Practical Geometry and Mensuration; Navigation and Land Surveying by theory and Practice, etc.

A suitable astronomical, optical and electrical apparatus, with globes, maps whole and dissected, etc., is provided. A French teacher will attend. Every possible care which ability, experience and the strictest attention can enforce will be paid to the morals and improvement of the pupils. A few whole and day boarders will be accommodated. For terms apply to the Rev. Wm. Best, S. Hueston, or at Mrs. Fells, St. Julian St.

Georgia Journal (Milledgeville), Jan. 9, 16, 23, 1810

Having declined teaching school, I take the liberty of recommending to my former employers and others,

Mr. Christopher Rankin, who comes highly recommended for his steadiness, sobriety, morality, and abilities from the President and Professors of Jefferson College in Penn: also by other gentlemen of the

1st respectability of the State, as well as of Virginia, etc. . . . .

He has commenced in Milledgeville, where he will teach English Grammar, Latin, Greek, Mathematics, Geography, and the other arts and sciences . . . . at the usual prices. Board can be had at this place on moderate terms.

John H. Posey

Georgia Journal, Jan. 23, 1810

Benj. H. Sturges intends opening a School on Monday the 29th of this instant, at the Plantation of Col. John Lewis, Hancock County, about 8 miles from Sparta and 14 from Milledgeville, where he will instruct youth, in the Latin, Greek, and French languages; likewise in English Grammar, Geography, and the more ordinary branches of English Education. Terms of tuition will be as usual.

Georgia Journal, Wednesday, July 25, 1810 (See Adv. above, Jan. 9th)

A Small Select School. The subscriber proposes to teach in the town of Milledgeville, A Small Select School, which will commence as soon as 6 scholars are subscribed. He will be limited to 20 scholars, who will be taught the Latin and Greek languages, Rhetoric, Logic, Moral Philosophy, and the Mathematics. English Grammar and common Arithmetic will not be taught except to those who are studying the languages. The subscriber does not propose to teach the first rudiments of our language. The terms are $10.00 a quarter.

C. Rankin

Georgia Journal, Sept. 5, 1810

C. Rankin has opened his Select school in a room adjoining the Georgia Journal Printing Offices, etc.

Georgia Journal, Nov. 14, 1810

The subscriber—accustomed through many years to teach the Greek, Latin, and English Languages, Geography, etc., will open at his own house, 9 miles below Greensborough, on the first of January, 1811.

A Grammar School, at the following prices: For Greek or Latin, $5.00; English Grammar or Geography, $3.75, by the quarter, paid in advance—the quarter to consist of 12 weeks. Boarding can be had very reasonably—the situation is healthy and entirely moral: free from the temptations of vice and idleness, peculiar to towns.

Greene Co. Francis Cummins, A. M.

Augusta Chronicle, Dec. 27, 1811

A Classical School. On the 2nd Monday in January next a gentleman of unquestionable abilities and exemplary moral character will open a school for the instruction of a limited number of Pupils in the Greek, Latin, and English languages.

Georgia Journal—Extra—Dec. 2, 1812

Academy

The subscriber would give notice that he has opened a School in the neighborhood of Littleton Reese and Joseph Bryan, Esq., where he proposes to teach the several branches of literature usually taught in an Academy. The terms are 10 dollars for reading, writing, and arithmetic. 15 for English Grammar and Geography, and 20 for Latin and Greek by the year . . . . Genteel board can be had for 50 dollars for the year.
Hancock Co. S. Fisk

Darien Gazette, Dec. 16, 1820

Baisden's Bluff Academy

An examination will be held Monday, 18th instant; "the short period that this seminary has been in operation ought in a degree to qualify the expectation of the public" . . . .

Jas. Smith) Committee
Wm. A. Dunham) on
Jas. Dunwoody) Arrangement

Darien Gazette, June 2, 1821

Announcement of Public Examination of the pupils of McIntosh Academy on 17th instant, at Baisden's Bluff.

The Missionary, Mt. Zion, Hancock Co., Dec. 1, 1823

Ruckersville Institution, John S. Wilson, Rector.

The institution has been in operation now nearly eight years. "Here may be acquired all the branches usually taught in such seminaries at a much less expense, it is believed, than perhaps any other place in our country. Board, including lodging and washing, for the academic year of ten months, can be readily obtained for $90. Tuition for the same period . . . . $16. The Latin and Greek Languages and Algebra, $20. We pledge ourselves to parents and guardians for the moral deportment and literary progress of those committed to our care."

The Messenger, Ft. Hawkins (Macon), Dec. 17, 1823

Mt. Pleasant Academy is now open for the reception of pupils . . . . William Johnson, teacher, offers courses from reading and spelling through book-keeping and geometry.

Georgia Journal, Nov. 28, 1831

Milledgeville Academy

The present Institution will close on the 16th of December next, on which day there will be a course of Lecturing and Examination, as usual. The proprietor feels gratefully thankful for the patronage he has received. He also hopes that immediately after that time returns will be made him, as he may remove from here.

Wm. Dee

Southern Banner (Athens), Jan. 14, 1836

The Athens Male Academy

The friends of this Institution are informed that It will be reopened on the second Monday in January. Terms as follows: $7.50 per quarter, consisting of 2 mos. and ½, thus making 30 dollars for 10 months, the academic year.

S. G. Hillyer, Rector

Southern Banner, Jan. 7, 1837

Athens Grammar School

This Institution will reopen . . . . 9th inst.

S. G. Hillyer, Rector

Tri-Weekly Chronicle & Sentinel (Augusta), Jan. 4, 1840

High School

P. Johnson proposes opening his school again on Monday next . . . . on Broad Street. He will instruct in all the branches taught in the Male Academies of this State. The hours of school will be from 9 to 12 A.M., and from 2 to 5 P.M.

Prices for beginners, or Reading & Spelling, per qr.	$6.00
Scholars in Primary Subjects	8.00
For all common studies of an English Educ.	10.00
For Latin, Greek, Book-keeping and all the higher branches of education	12.00

Customary prices for wood. Tuition money to be paid quarterly in advance.

The Weekly Georgian, Savannah, May 1, 1841

Commercial, Classical and Mathematical School, under the Masonic Hall, President Street, Mr. & Mrs. Rambaut continue receiving a limited number of pupils in the above airy apartment, embracing in their course of instruction all that is necessary for commercial or literary pursuit. Mr. R. has long been accustomed to classical tuition, and offers a valuable opportunity to young gentlemen about to enter, distinguish or graduate in any college.

Mrs. R. is an accomplished French Scholar and will instruct in that language. Night school in attendance from 7 to 10 o'clock on Monday and Thursday.

The Weekly Georgian, Oct. 26, 1841

English, Classical and Mathematical
High School

The second academical year of this Institution will commence on the first of November next.

The Male Dept. will be under the charge of Mr. J. L. Rossignol, whose reputation as an instructor of youth (especially in the classics), is well known to stand high.

The Female Dept. will be conducted as heretofore by the Principal.

The Primary Dept. will continue under the Tuition of Miss C. H. Bradley.

Classes in the ornamental branches: Drawing, Painting, Wax Flowers, etc., will receive lessons three days in the week.

Particular attention will be paid to instruction in the French language. Pupils when sufficiently advanced in the study, will not be allowed to address the Teacher except in French . . . .

G. H. Eaton.

Savannah Georgian, Oct. 30, 1841

The Polyglot and Classical School is now open, and instructions given in the following languages—Latin, English, French, German, Italian, and Spanish.

Prof. A. Maussenet

Savannah Georgian, Oct. 30, 1841

Education

The exercises of the Savannah Academy will be resumed on Monday the 1st of November. The undersigned will faithfully attend to the duties of his profession.

Connected with this establishment is a private class for young ladies.

Geo. White

(This was a private school taught in part of Chatham Academy building.)

Georgia Telegraph & Republic (Macon), Sept. 9, 1846

English Classical School on Cowles Hill.

The next session of the school will commence on the 21st of Sept. The number of scholars is limited to twenty-five.

Tuition in English	$6.00-$10.00
Tuition in Latin, Greek, & French	12.00

H. L. Bullen, Principal.

Georgia Telegraph & Republic, Dec. 29, 1846

English & Classical School

John O'Keeffe has recovered his health and he announces to citizens of Macon that he will open a School on the 1st Monday in January next. (Everying from Spelling and Reading to Latin and Greek.)

Macon Telegraph, Nov. 12, 1850

Macon High School to be opened on first day of January in connection with Bibb County Academy. A high school offering all the branches of a thorough English and Classical Education. This school is owned and operated by P. A. Strobel associated with Rev. Geo. H. Hancock, late professor of languages in Wesleyan Female College . . . . The English Department has five classes with tuition varying from 25 to 50 dollars a year. The Classical Department has three classes, tuition varying from 36 to 50 dollars a year. Instruction in the mathematics department will embrace surveying, engineering, book-keeping, and the principles of architecture. There is associated a board of Trustees of five men, also a number of gentlemen to act as a board of Visitors.

II. Teachers Seeking Positions

Georgia Gazette, Sept. 23; Oct. 7, 1767

A single man of good character who Teacheth the Principles of the Latin, the French as accented in Paris, the right Spanish Castellans, and children to Read and Write English, would be glad of employment in a Latin School as an assistant, or in a private family in town or country. Any gentlemen or ladies desirous to employ him in such capacity may hear of him by applying to the printer.

Georgia Gazette, Feb. 24, 1785

Wants a School. A Single Man, who . . . . has long been accustomed to teaching the theory of Arithmetic . . . . Practical Geometry, Plain and Octangular Trigonometry, Surveying, Navigation, Sterometry, and the Rules of Algebra and Dialing, would be glad to meet with proper encouragement.

Georgia Gazette, Oct. 15, 1789

Wants employment as Tutor in a genteel family . . . . a person who is capable of teaching the French and Latin Languages, Reading, Writing, and Arithmetic, Book-keeping and Geography.

Georgia Gazette, Feb. 4, 1791

Wants employ, as Tutor in a private family a person capable of teaching the Latin, French & Spanish languages, etc.

Augusta Chronicle, Dec. 27, 1811

Position Wanted. "To the presidents of universities, trustees of the respective county academies, and also to parents and guardians in general: A Gentleman of Classical Abilities, and exemplary moral character wishes to engage in the Tuition of 25 or at most 30 children in the Classics, or otherwise. Remuneration will be made perfectly easy to the Employers."

Darien Gazette, Nov. 16, 1824

Teacher wants posiiton; qualified to teach the Various Branches of an English and Classical education, including French and Stenography. "He has been a teacher for 7 years in this State."

Georgia Journal, Oct. 6, 1831

A young man who has recently completed his studies in one of the first institutions of New England is desirous of obtaining a situation as teacher in an Academy or private Seminary . . . .

Should circumstances allow, a gentleman well qualified in point of education and who has for the past year been employed in one of the first schools in New England, will be obtained as an Assistant.

Reference may be had to John Dunwoody, while at Eatonton.

Georgia Journal, Nov. 28, 1831

A Young gentleman of S. C. is desirous of obtaining a situation of rector in some very respectable neighborhood Academy, for himself, and a Music School for his lady . . . . The most respectable references of capacity and moral character will be given.

N. G. Noble, Columbia, S. C.

Georgia Journal, Sept. 27, 1832

Waynesville, Wayne Co.

P. MacIntyre advertises. Desires to obtain before January next a situation in a private school or Academy. "From his experience (10 years) he feels himself competent to teach all branches . . . . preparatory to collegiate admission."

Southern Recorder, Dec. 2, 1834

Young Lady from New York, now in Milledgeville, well recommended, is desirous of procuring a situation, either in a public or private school; the latter would be preferred.

Augusta Chronicle-Sentinel, July 23, 1840

Situation Wanted. A situation as Teacher, in a respectable school or private family, by a gentleman who has had considerable experience in teaching, and who is thoroughly acquainted with the Latin and Greek Classics, French (which he speaks fluently), a full course of Mathematics, Geography, History, Ancient & Modern, English Grammar, Philosophy, etc.

J. O., Augusta, Ga.

Augusta Chronicle-Sentinel, July 28, 1840

Situation Wanted: A Lady from the North desires a situation as Teacher.

Augusta Chronicle-Sentinel, Oct. 17, 1840 & following.

Teachers

A Gentleman and Lady wish to obtain a situation as Teachers for the ensuing year. The Gentleman is a graduate and the Lady is well qualified to teach either the Sciences or Music, and both have had ample experience in teaching . . . . etc.

Augusta Chronicle-Sentinel, Dec. 17, 1840

A Situation Wanted. As Teacher in an Academy or Family, by a young man recently graduated from Yale College. Testimonials as to moral and literary character from the faculty of the College can be produced . . . .

H. S. T.

Augusta Chronicle-Sentinel, Dec. 24, 1840

A Young Lady from a popular Female Institute in the North, qualified to give instruction in all branches of a liberal education, desires to make an engagement as Instructress in some Female Academy for the ensuing year. Satisfactory reference, etc.

Southern Recorder, Nov. 6, 1855

School Wanted: Richard M. Taliaferro, A. M.; and Addison Taliaferro, A. M.; having removed from Virginia to Georgia to conduct a Mathematical and Classical School. (From Washington College, Lexington)

III. Teachers Wanted

Georgia Gazette, May 10, 1769

A person qualified to undertake an Usher's place in a school may meet with encouragement by applying to

Peter Gandy.

May 31st, Gandy advertises that he has secured an Usher, and says "he now proposes teaching the Mathematics in all its branches . . . ."

Georgia Gazette, May 11, 1774

A Single man, qualified for a Schoolmaster, will meet with encouragement by applying at Midway to John Baker. St. John's Parish, May 2, 1774.

Georgia Gazette, May 27, 1790

Wanted as a Schoolmaster, A single man, who understands and can teach the different Branches of Arithmetic, and can be recommended. Inquire to the Printers.

Georgia Journal, April 24; May 8, 1810

Wanted in the town of Milledgeville a Teacher of the Greek, Latin, and English Languages, to whom liberal encouragement will be given, provided he comes well recommended.

John Howard
William Rowe, and
E. B. Jenkins
for themselves and others.

Darien Gazette, Jan. 1, 1824

A Teacher wanted for the Academy of Walthour's Ville (commonly called the Sand Hills), of Liberty County. He must be qualified to teach the languages so as to prepare his pupils for entering college in the Freshman or Sophomore Class . . . . Salary of a Thousand Dollars . . . .

Southern Recorder (Milledgeville), Feb. 1, 1825

A Classical Teacher wanted in the upper part of Greene County, eight miles from Madison, in Morgan County. Classical and Scientific man to take charge of a New Academy.

Macon Telegraph, Dec. 12, 1826

A Teacher Wanted

William Ashley, of Ashley's Mills, Telfair County, Georgia, offers "liberal wages to a Teacher to instruct three children in the English and Latin languages."

Georgia Journal, Oct. 13, 1831

A Teacher Wanted.

A man well qualified to teach the usual branches of English Literature, coming well recommended as such . . . . etc. . . . .

Rockville, Putnam Co., Ga.

Georgia Journal, Oct. 27, 1831

Teacher Wanted.

The Present Rector of Monaghan Academy having declined to appointment the next year, the Trustees wish to engage a successor.

Georgia Journal, Oct. 27, 1831

Teachers Wanted.

The undersigned trustees wish to employ competent Male and Female teachers to take charge of the Washington Academy in (Talbotton) Talbot Co. None need apply who are not well qualified to teach the various branches of useful knowledge generally taught in the academies of this State, & who do not come well recommended as to moral character.

Georgia Journal, Nov. 10, 1831

Ocmulgee Academy—Rector Wanted.

Examination and Exhibition on the 8th and 9th of Dec., ... As the Present Rector declines serving beyond the present term, we wish to engage a successor, etc.

Georgia Journal, Nov. 14, 1831

The Trustees of the Male Academy at La Grange, Troup Co., Ga., are desirous of engaging . . . . a teacher of the first rate character . . . . To such liberal wages will be given and none others need apply.

Georgia Journal, Nov. 17, 1831

A Teacher wanted to take charge of Rock Mills Academy the ensuing year. A gentleman who can come well recommended will find a suitable situation. A classical teacher would be preferred.

Georgia Journal, Nov. 28, 1831

The Trustees of the Eatonton Academy are desirous of obtaining the services of competent teachers in the Male and Female Departments of that institution for the ensuing year. The situation is highly desirable—the number of students large, and every inducement offered, etc. . . . .

Georgia Journal, June 14, 1832

Notice. A Male and Female, well qualified to take charge of an Academy, are wanted in Hamilton, Harris Co., Ga. Any person wishing to engage will apply to

S. A. Billing, Secy.

Georgia Journal, Aug. 16, 1832

A Teacher Wanted. Whereas a vacancy having occurred in our Academy, we have taken this method to inform persons wishing the situation, that liberal wages will be given to a Male Teacher, qualified to advance children in the elementary branches of the Latin Language.

Trustees,
Flint River Academy, Houston Co.

Georgia Journal, Aug. 23, 1832

Notice. The Trustees of Harmony Academy, Henry Co., are anxious to employ a Teacher to take charge of said Institution during the present year. A young man of classical attainments, good moral character, and steady habits, will meet with liberal encouragement from the Trustees.

Southern Recorder, Dec. 16; Dec. 22, 1834

Teachers Wanted to take charge of the Salem Academies for . . . . 1835. Lincoln County.

Southern Recorder, Dec. 16, 1834

Academy Vacancy. A competent teacher in each department of the Clinton Academy, Male and Female, is desired for the ensuing year. Jones Co.

Southern Recorder, Dec. 16, 1834

Wanted immediately, a Rector for the Academy of this place (Hillsboro, Jasper Co.) Mathematics, Latin & Greek.

Southern Recorder, Dec. 23, 1834

Wanted immediately. A Gentleman well qualified and well recommended to teach the higher branches of Female Education in a Seminary in the vicinity of Milledgeville.

Southern Recorder, Dec. 23, 1834

A Teacher wanted. At White Plains Academy, Greene Co. A gentleman who can come well recommended as a good English and classical scholar.

Southern Banner, Nov. 5 (Thursday); Dec. 17, 1835

Wanted: An Instructor and Instructress to take charge during the year 1836, of the

Male and Female Academy,

at Monroe, Walton Co., Ga. An Election will be held by the Trustees on the 10th of Dec. of individuals to take charge of the Institution.

The Village of Monroe is not surpassed for health by any place in the State. Liberal encouragement will be given to good Teachers . . . . etc.

(Signed) Creed M. Jennings,
Secy. Bd. Tr.

Southern Banner, Jan. 14, 1836

A Teacher Wanted to take charge of Franklin County Academy. One who is qualified to teach English Grammar and Geography with the use of the Globes, the Latin and Greek languages, and the Mathematics. One who has had some experience in teaching would be preferred . . . .

Southern Banner, Nov. 19, 1836

A good situation for a Teacher. The Trustees of the Madison County Male and Female Academies will elect . . . . a Teacher and Assistant Teacher, for each of the above Academies, also a Music Instructor for the Female Department.

Southern Banner, Dec. 31, 1836; Jan. 21, Jan. 28, 1837

A Tutoress Wanted for the year 1837, to take charge of the Newnan Female Academy, Coweta Co., Ga.

Augusta Chronicle-Sentinel, Sept. 19, 1840 & following.

A Teacher is wanted for the Waynesboro Academy to commence on the 1st Monday of October next. None need apply unless qualified to teach ancient and modern languages, mathematics, natural history, chemistry and other kindred branches, Geography, Grammar & Arithmetic.

Edw. Garlick, Secy.

Augusta Chronicle-Sentinel, Dec. 5, 1840

A Teacher wanted: To take charge of the Wrightsborough Academy, whose morals are good, and competent to conduct an English and Classical School. Apply to the Trustees.

Weekly Georgian, July 15, 1841

Teacher Wanted: To take charge of the Academy of Effingham County at Springfield . . . . 28 miles from the city of Savannah, in a high, dry pine-barren which has proved very healthful. The Academy building is spacious and convenient, having a basement story of brick and 2 stories of wood; there is also a small comfortable dwelling with a garden and some outbuildings on the same lot. The teacher will have the use of these. A salary of four hundred dollars, paid quarterly, and the tuition money, which it is believed will be worth together about fifteen hundred dollars per annum . . . . Recommendations will be expected to accompany each application.

C. Powers, Tr.

Southern Banner, Jan. 23, 1845

Teacher Wanted: Trustees of Lawrenceville Female Seminary wish to employ a competent person or persons, to take charge of this Institution.

A Gentleman as Principal assisted by his Lady, would be preferred.

Macon Telegraph, Dec. 24, 1850

Teacher wanted to take charge of a mixed school at Indian Springs, Butts County. Must be competent to teach the languages.

Southern Recorder, Sept. 25, 1855

Wanted: Competent Classical and Mathematical Scholar, and a good disciplinarian, to take charge of the Preparatory School of Oglethorpe College.

IV. Female School Notices (County and Private)

Georgia Gazette, Sept. 17, 1779

An Evening School will be opened for gentlemen. The French Language, Arithmetic, Book-keeping, Geography. A few young ladies (day time) English and French, Writing, Arithmetic, Drawing and the use of the Globes.

S. Chandler, A. M.

Georgia Gazette, Jan. 7, 1790

A Boarding School for Young Ladies, in Sunbury.

Mrs. Wells takes this method of returning her grateful thanks to those who have already favored her with the Tuition of their children, and would inform them, and the Publick in general, that she intends to take those who wish to be instructed in Reading, and several sorts

of Needlework, as half-day scholars; and as her school is near the Academy, it will render it convenient for them to attend there the other half of the day. Two or three young Ladies may also be accommodated. The strictest attention to their morals may be depended on.

Georgia Gazette, April 1, 1790

Mrs. Simpson intends opening a school . . . . for the Instruction of Young Ladies in Reading, Writing, and all Kinds of open and plain needlework.

A few Young Ladies will be boarded on moderate terms.

Augusta Chronicle, Jan. 9, 1796

Ladies' Academy

To accommodate the pupils resident in town, this delightful seminary is removed to the late coffee house, opposite St. Paul's church. Upwards of 50 scholars graced this Academy at Commencement . . . .

Since the acquisition of Teachers, 12 young gentlemen can be taught the powers of oratory, etc.

Augusta Chronicle, April 16, 23; May 14, 1796

Ladies Academy, Augusta

The proprietors (no name given) . . . . have engaged Artificers to make Forte Pianos, Harpsicords, and other Musical Instruments on better terms than they can be imported . . . . There are a few vacancies for ladies, and three for gentlemen in Rhetoric and Belles Lettres.

Augusta Chronicle, May 31, 1811

Ladies' Academy, Mount of Health
near Augusta
Established upward of 15 years!

Since the acquisition of an additional Teacher in polite literature, the subscriber has been most amply remunerated: and he holds himself pledged to provide an eminent assistant for every 20 pupils, as in Bordonton.

The health of this mount being fully ascertained, not a single case of fever having occurred, and the plan of education adopted as at Bethlehem and Salem, one of the Teachers being educated at the former place; parents and guardians may now avoid the risk and expense of long journies into distant states.

Globes, Microscopes and Forte Piano are provided for the respective sciences, and a close carriage is kept for the use of the students.

The buildings in point of comfort and utility, are equal to any in the State, and the cardinal points have been attended to for the sake of shade in the summer season.

Terms 120 dollars per annum, payable quarterly in advance, 80 less than the Charleston prices.

The society of this Seminary exceeds any that can be enjoyed in private life by young ladies.

T. Sandwich

Athens Gazette, Feb. 20, 1814

By the first of April next, Mrs. Smith will open a
School
in this town for the instruction of
Young Ladies.

She will teach all the common branches of an English Education, including English Grammar, Geography and History—the French language, grammatically—Needle Work, Embroidery, Drawing, etc. A Music master of unquestionable abilities will be employed to give lessons on the Forte Piano, 3 times a week. Board and tuition from 100 dollars to 120.

Athens Gazette, June 16, 23, 1814. Fem. Educ.

Washington Female Academy.

A seminary is opened by Mr. Bowen, under the immediate Commissioners of the Washington Academy, where will be taught every branch of useful and ornamental education, with unremitting attention. Every effort will be made to introduce the pupils gradually to an acquaintance with those accomplishments that are sought after as indispensible requisites, with sedulous care, in forming the manners and polishing and proportioning instruction to the abilities and temper of the pupil.

Needlework of every kind taught, plain flowering and fancy work, embroidery and filagree.

The terms are sufficiently low, and the health of the place is such, it is hoped, as to make the institution an object of general encouragement.

Terms.

Board and tuition 100 dollars — payable
quarterly in advance.
Music, French and Drawing extra charges.
To find their own bed and bedding.
Washing per year, 11 dollars.

Augusta Herald, June 8, 1815

A New Establishment for Female Education.

On Monday, 19th June, A Seminary for Young Ladies will be opened by Mrs. Antoinette Smith, late of Mt. Enon.

The school offers French and English Languages, and usual branches.

Boys 4-8 years will be received.

Athens Gazette, Aug. 31, 1815

Female Education.—Parents and guardians are respectfully informed that a Female Academy will be opened in Athens, Clarke County, on Monday the 4th of September. In this Seminary Young Ladies will be faithfully instructed in Reading, Writing, Accounts, English Grammar, Composition, History and Geography; the French language with purity of pronunciation, and grammatical accuracy. In addition to this solid groundwork, ample provision is made for the embelishment of Female Education, Music, Drawing and Painting, Embroidery, and all the usual varieties of Needlework. The most sacred regard will be paid to the moral deportment of the pupils and a conscientious and parental attention bestowed on their general improvement.—This institution will be conducted by Mrs. Brown and assistants and is immediately under the patronage of several Ladies of the highest respectability. The Lady who will principally conduct the Academy is not solicitous to board her pupils, but prefers their being accommodated with their friends in the town.

From Mrs. B's determination to render her instruction really useful —from the moderation of her terms, and the distinguished salubrity of Athens, she is emboldened to hope for a share of the patronage of a candid and liberal public.

Darien Gazette, June 30, 1821

Mrs. Guerineau . . . . intends opening School on St. Simon's Island the first week in July . . . . for the instruction of young ladies in every useful branch of English education.

Darien Gazette, Nov. 9, 1824

Adelphi Academy

Mrs. Lindon . . . . intends opening a school the first Monday in December for the instruction of Young Ladies in the various branches of Female Education . . . .

Rates of Tuition

History, Rhetoric, Drawing and Embroidery, per quarter	$20.
History, Geography, English Grammar and Arithmetic	10.

Reading, Writing and Spelling 5.
Plain and Ornamental Needlework 2.
(NOTE: In 1820, Mr. & Mrs. Lindon were in charge of Baisden's Bluff Academy.)

Macon Telegraph, Sept. 29, 1828

Mr. Capers proposes opening a school in Macon exclusively for females . . . . Terms for the elements of an English education and for the higher branches of education.

Macon Telegraph, March 28, 1829

F. D. Cummins proposes to set up a seelct classical seminary in Macon for the instruction of youth in both sexes.

Southern Recorder, June 27, 1829

Greensboro Male & Female Academies.

. . . . The Second Session of the Female Academy opens . . . . under Mrs. Blair and Miss Martindale, from Mrs. Willard's celebrated institution in Troy, N. Y. The courses are much the same as hers—useful and ornamental branches including the French language.

Southern Recorder, Jan. 2, 1830

Miss Benham (late Principal in several distinguished Female Institutions at the North) will reopen her

Select School

for Young Ladies in Milledgeville . . . . The more essential elements of learning proposed to be taught in this school are Orthography, Reading, Writing, English Grammar, Geography—Ancient, Sacred, and Modern—Arithmetic, Geometrical Construction, Drawing and Painting of Maps, Use of the Globes, ... History, particularly of America and the United States, including Lectures; Belles Lettres, Composition, Logic, Moral Philosophy and Algebra, as far as requisite for the Demonstrations in Natural Science, or Analytic Philosophy; Chemistry, Botany and Astronomy, with Experiments and Lectures; Velvet and Landscape Painting,—Music . . . .

"It shall be, in short, her great endeavor to render the advantages of this school so entirely adequate to all the wishes and interests of female education, as to leave Milledgeville and its vicinity under no necessity or motive for going abroad to obtain similar instructions."

Georgia Journal, Oct. 6, 1831

Augusta Female Academy

The first session of this Institution will commence on the 2nd Monday

of Oct. next, at the former place, on the corner of Greene and McIntosh Streets, continue 11 weeks. The Second Session, etc. . . . .

This Institution will be under the superintendence as formerly of Mr. & Mrs. Twiss, with additional competent Teachers, and suitable Chemical and Philosophical Apparatus.

No permission will be given to pupils to be absent during school hours—these are from 8 o'clock A.M. till 1 P.M., and from 2 till 5.

Punctual attendance is positively required.

Georgia Journal, Nov. 14, 1831

Scottsborough Female Institute
(R. C. & Mary L. Brown)

"Resolved by the unanimous vote of all the classes that the Young Ladies be hereafter dressed in the following livery"—

Winter School Dress. Brown Bombazine or Brown Circassian, with belt and tippet of the same, Brown Holland or Black Silk Aprons, and black leather shoes.

Winter Walking Dress. Black silk or Brown Circassian.

Summer School Dress. Pink Ginghams, with belt and tippet of the same, Brown Holland or Black Silk Aprons.

Summer Walking Dress. White Dress and Pink Belts and Ribbons; Dunstable Bonnets trimmed with Pink.

Georgia Journal, Nov. 17, 1831

Female Academy, Cherokee Corner,
Oglethorpe County.

Mrs. Leigh respectfully informs the public that this institution will in future be under her superintendence, assisted by competent teachers. The 1st session will commence on the 1st of January, 1832—the second on the 1st of June . . . . Board, instruction in the whole course of English studies, etc., 135 dollars.

Mrs. Leigh will make an extra charge for Young Ladies afflicted with the habit of stammering, and they will be expected to remain in the Academy one year.
(She is expert in this cure.)

Southern Recorder, Dec. 9, 1834

Scottsboro Female Institute.

Next session will open 1st Monday in Jan. 1835. Dr. & Mrs. Brown will be assisted in Scientific and Classical Depts. by Dr. A. P. Nott, a graduate of Yale and a regular M. D. of Charleston Medical School;

and by Mr. Harman and Miss Clarke. Miss Clarke and Mrs. Brown resided 9 years in France, etc. . . . . Painting taught . . . . Latin and Greek and higher Mathematics offered.

Southern Banner, Dec. 24, 1835, Thursday.

Scottsborough Female Institute.

The above institution, recently under the management of Dr. Robert C. Brown, has been purchased by the subscribers, and its exercises will be resumed under their direction, on Monday, the 11th of Jan., 1836.

We assure the public that our labors will be directed to the promotion of female education . . . . The plan of education will be the same as that in the best regulated Colleges for females, in our country, and similar institutions for females in continental Europe.

Lucian Lataste, Princ.
Victor Lataste.

Southern Banner, Dec. 24, 1836; Jan. 21, 1837

Georgia Female College
Scottsborough, Ga.

The Exercises of this institution will be resumed on Monday, the 16th of Jan., 1837 . . . .

A contract has been made for having completed early in the ensuing year, a Female Gymnasium, for physical education.

Anna M. Lataste)
L. Lataste) Principals.

Southern Banner, Jan. 14, 1836

Athens Female Academy

John F. Goneke having become the manager of this Institution, gives notice that the 1st Session will commence on next Monday, 18th January. In addition to the Teachers already engaged, an arrangement is in progress for securing the services of a Gentleman and Lady from the North. It is the object of Mr. G. to engage such teachers and conduct the Institution on such a plan as to make it the equal of any in the South . . . . A number of pianos, Harps and guitars are provided for the use of the pupils in Music.

Appended is a recommendation of Mr. G.

Signed by	A. S. Clayton,	Ch., Bd. of Trustees
	J. A. Cobb)	
	Stevens Thomas)	
	Asbury Hull)	
	Jacob Phinzy)	Trustees
	T. N. Hamilton)	
	Wm. Williams)	

Notice of opening appears also Dec. 31, 1836

Southern Banner, Jan. 14; Dec. 31, 1836

Watkinsville Academy

The Trustees of this Academy take great pleasure in announcing to the public that they have engaged the services of its present Rectors, Mr. and Mrs. Clark, for the term of 5 years, etc.

Physical force is unknown in the discipline of the school, and yet the most perfect order is maintained.

The Academy buildings . . . . will be able to accommodate from 120 to 140 scholars. Upwards of 80 pupils have been taught in this Academy during the past year . . . .

The various branches of English education, including ornamental painting, are taught in the most successful manner. The system of instruction is based upon the most comprehensive principles of the Inductive Philosophy.

(Mention of Music Instruction.)

Augusta Chronicle-Sentinel, Jan. 14, 1840

Penfield Female Seminary,

Greene County.

The Trustees of the Penfield Female Seminary take pleasure in announcing to the public, that for the ensuing year, they have engaged the services of Prof. B. Osgood Pierce, as Principal in the Literary, & Prof. D. W. Chase, in the Musical Dept., to be aided by 3 competent Female Assistant Teachers.

No Teachers need sustain higher reputation in their various departments than Profs. Pierce & Chase have done, in the communities where they

have taught, & particularly in Madison, Morgan Co., where they have been engaged during the last 2 or 3 years.

In securing the services of these distinguished teachers, the Trustees have had a special regard to the growing importance of the village in which this institution is located; and wish to afford the utmost possible inducement for the settlement among us of all such parents as hold in high estimation the education of their daughters as well as sons, and wish to superintend the interests of both, while pursuing their course of education.

Instruction will be given in every branch of science and literature which is taught in any similar institution in the southern States. Suitable apparatus for illustrations in Philosophy, Astronomy, Chemistry, etc., with all the necessary chemical substances for experiments, will be furnished free of any extra expense to the pupil.

Strict regulations will be enjoined upon all the young ladies of the Seminary, in respect to their giving and receiving visits, and attending parties of pleasure. They will also be requested to avoid contracting any debts without an express order from their parents, or those under whose care they may be placed.

All parents and guardians patronizing this institution, are earnestly requested to furnish their daughters or wards with plain and substantial clothing, as all extravagance in dress will be discountenanced by teachers and trustees.

Additions are making to the building on the Teacher's lot, immediately contiguous to the Seminary, for the accommodation of 20 or 30 boarders, under the immediate care of the teachers. Board can also be obtained in the most respectable families for $10 to $12 per month, including lodging and fuel.

The first term will commence the last Monday in January and close the Friday before the last Monday in July. The second term will commence on the 3rd Monday in August, and close Friday before the 3rd Monday in December.

Rates of Tuition.

Primary Dept.—$20.00 per year.

Junior Dept. —advanced classes in History, Geography, Grammar, Arithmetic, Writing, Rhetoric, Logic, Intellectual & Moral Philosophy, Natural Theology, and Evidences of Christianity—$30.00 per yr.

Senior Dept. —Natural Philosophy, Astronomy, Chemistry, with practical illustrations; Zoology, Botany, Geology, Mineralogy, Animal and Vegetable Physiology, the general branches of Mathematics & Political Economy—$40.00 per year.

An addition charge of $10.00 per year will be made for Ancient & Modern Languages.

For Drawing, Painting, and Ornamental Needlework, $3.00 per yr.

For instruction on Piano or Guitar, 5 lessons per week, $40, per year. Single quarter $15.00.

Vocal music will form a part of every day's instruction for $5.00 per year.

An additional charge of $1.00 per year will be made for fuel, etc.

Settlement, either by note or cash, will be required for the tuition of each term, in advance. No charge will be made for a less period than one term except by special contract.

Boys under 8 yrs. of age will be admitted in the Primary Dept.

Regular courses of Lectures will be delivered by the Principal in Experimental Philosophy, Natural History, etc.

B. M. Sanders)
Adiel Sherwood)
Absalom Janes)
Lemuel Green) Trustees
James Davant)
E. H. Macon)
Thomas Stocks)

Augusta Chronicle-Sentinel, Jan. 21, 25, 1840

Augusta Female Seminary

Mrs. H. L. Moise having returned, the duties of this Institution will be resumed here on Monday, the 18th of November, (this ad. had probably been running since that time) assisted by the Rev. J. A. Root and Lady, at present at the head of the most extensive Female Seminary in New Haven, Conn. As heretofore, all the branches of a complete course of English studies will be taught. Also, the Latin, Greek, French and Spanish languages, with music on the Guitar and Piano, Drawing in Crayon and Pencil, and Painting in Oil and Water Colors.

. . . . Young Ladies can be accommodated with board and Lodging, whose morals and deportment will be under the immediate supervision of Mrs. Moise. Terms as heretofore.

Augusta Chronicle-Sentinel, May 5, 15, 26; June 9, 1840

At the Sand Hills.

Mrs. H. L. Moise having taken that large and commodious house at the Sand Hills, well known as Mrs. Nesbitt's, will commence her Summer School on the first of June, where as usual, all branches of a complete English education will be taught, as well as French and other Languages, Music, Drawing and Painting.

(See ad. Above, Latin, Greek, etc.)

A limited number of Young Ladies can be accommodated as Boarders, who will be under the immediate supervision of Mrs. Moise.

Terms for Eng. Tuition	$8-15.00 per qr.
French and Other Languages	10.00 " "
Music on Piano	20.00 " "
Music on Guitar	10.00 " "
Board and Lodging	50.00 " "

Augusta Chronicle-Sentinel, May 30, 1840

Miss Train commences her Summer Term, at the Sand Hills, on Monday, June 1st.

Aug. 29th

Miss Train will resume her school at Summerville on the first Monday in November.

Augusta Chronicle-Sentinel, June 1, 1840

Appling Female Academy.

The Trustees of the Appling Female Academy of Columbia County, are desirous of procuring the services of a competent Music Teacher, to take charge of the institution on the opening of the second session, on the first of July next.

Application can be made to the Trustees direct or through the Editors of the Chronicle and Sentinel.

Gabriel Jones, Secy.

Augusta Chronicle-Sentinel, July 2, 1840

The Trustees of the Appling Female Academy, Columbia County, have the pleasure of announcing . . . . that they have engaged the services of Mr. Wm. H. Cook and Lady, to take charge of the English and Scientific Department of the Institution for the second session of the present year; and that the Musical Department is placed under the direction of Miss Belcher.

The Exercises of the Institution will be resumed on Monday, the 16th day of July inst.

Augusta Chronicle-Sentinel, Sept. 17, 1840

A teacher who has been educated in one of the best Seminaries of New England, and has in her possession testimonials as a teacher, proposes to open a school in Augusta, to commence on Monday 21st. Her course of instruction will embrace both intellectual and ornamental education, besides the more common branches.
(Offers French, but no Latin or Greek.)

Mary A. Nevins.

Savannah Georgian, Oct. 30, 1841

Savannah Female Seminary.

This Seminary will, as heretofore, be conducted by Mrs. Noel and the Misses Kyle, at their residence, in York Street, where they will receive young ladies, either as boarders or day scholars, etc.

References can be made to Rt. Rev. Bishop Elliott, Rev. E. Neufville, R. Habersham, J. Cumming, and R. R. Culer, Esqrs.

Savannah Georgian, Nov. 18; Dec. 2, 1841

Washington Female Seminary
Wilkes County

The year is divided into 2 terms of 5 months each, including a recess of 1 week in the middle of each term. The winter term commences on the first Monday in January, and ends on the first Friday in May . . . .

The summer term commences on the 1st Monday in July and ends the last Friday in November . . . .

The course of instruction is as extensive and thorough as in any Female Seminary at the North.

Samuel Barnett, Princ.

Southern Banner, July 11, 1844

The Athens High School.

Trustees . . . . invite the patrons and friends of the School to an exam. at the close of the Summer Session, on Wednesday, the 31st inst. . . . .

N.B. A vacation of 4 weeks will immediate issue, and the Fall Term will commence on Monday, Sept. 3rd.

Southern Banner, Dec. 31, 1844

The Athens High School for Young Ladies.

Mrs. W. C. Richards, Princ.
Miss Hathaway, Asst. "
Miss Richards, Teacher of Music.
W. C. Richards, Lecturer on Natural Science.

Elementary & Higher Branches.

No extra charge for French, Italian, or Spanish, or for Drawing.
Aug. 28, 1845: Fall season opens.
Sept. 1, Same teachers mentioned

Southern Banner, Dec. 19, 1844

Athens Female Academy.

Resume 2nd Monday in January, under the tuition of the same lady—Mrs. Flint, who has for the last 2 years presided over it.

Dr. Flint will assist in Mathematics and Languages.

(This school will open 2nd Monday in Jan. next—12/23/1845).

Southern Banner, Jan. 2, 1845

Monroe Female Seminary

Miss J. C. Kellogg will resume as Principal Teacher; Miss Elizabeth Killian, Miss Julia A. E. Rogers, Assts.

"Instructions will be given in Mezzotinto painting and wax flowers, if desired."

Southern Recorder, Feb. 2, 1847

Cedar Valley Female Boarding School will resume first Monday in February. There are 8 rooms all furnished with fire places, and comfortably arranged. The Academy is a comfortable two-story building with two chimneys. The establishment is retired from village influence, and removed from temptations to extravagance. All gallantry strictly forbidden. A majority of the boarders last term were pious young ladies . . . .

John A. Moseley.

Georgia Journal and Messenger, Macon, March 3, 1858

Macon Select Female School.

In the school which Mrs. M. E. Sharpe proposes to open, "special attention will be given to the long neglected department of Domestic Economy, with all the branches of Needlework . . . .

"Mrs. Sharpe proposes to instruct Young Ladies committed to her charge more thoroughly and practically than she supposes has been done of late years in some of the High Schools and Colleges; believing that the time has come when it is necessary that a radical reform should take place in the education of Young Ladies, so as to prepare them, not only for the elegant and fashionable circle of life, but also for the more practical realities and duties of home."

V. Academy Notices

Georgia Gazette, March 25; April 7, 1785

The Board of Commissioners for superintending the

Richmond Academy.

Having purchased the new and convenient buildings lately erected in this town by Col. Cocke, give notice to all Parents and the Friends of Science, that the said Academy will be opened and commence on the second Tuesday in April next, upon the following terms and conditions:

1st. Children in the first state, learning Letters, Spelling & Reading, 4 dollars per Qr.

2nd. Children, in the second state, learning the principals of English Grammar, etc. 5 dollars per Qr.

3rd. Persons in the 3rd state, learning the Latin or Greek Language, or any Branch of the Mathematicks, Ten Dollars per Quarter.

Proper books will be furnished children in the first stage gratis.

Mr. William Rogers, late of the State of Maryland, is appointed Master of the Academy, with power to employ an Under Teacher.

By order of the Board,
Seaborn Jones, Clerk.

Georgia Gazette, Oct. 9, Oct. 17, 1788

The Academy at Sunbury is now opened under the charge of Mr. Hitchcock . . . . a gentleman whose testimonials from the President and Tutors of Yale College, where he was educated, are to us fully satisfactory . . . .

The prices of tuition are as follows:
Reading, Writing, and Arithmetic 4 £ Sterling per annum;
English Grammar, Geography, Surveying, Navigation, 4 £ 15 s.
Latin and Greek Languages, 5 £ 10 s.
Payments to be made quarterly.

Abiel Holmes)
James Dunwoody) Commissioners
Gideon Dawse) of the
John Elliott) Academy
Peter Winn)

N.B. A Boarding House for the accommodation of students, is opened in town, etc. . . . . Price of boarding, exclusive of Bedding, Washing and Firewood, 15 £ sterling per annum.

Georgia Gazette, Sept. 19, 1793

Chatham Academy

Thursday, Sept. 12, the Board of Trustees met . . . . and having proceeded to the Academy they there superintended the Examination of the scholars, after which examination, prizes were distributed as follows:

To Isaac Minis as the best Latin Scholar, Telemachus 2 Vols.

To Archibald Clarke, as the best writer, and in other respects a good scholar, Telemachus 2 Vols.

To George Haupt, as the best speaker, Beauties of the Spectator, 2 Vols.

(N.B. one volume of this award preserved by Mr. A. D. Otto, at Savannah Bd. of Educ. Office.)

Augusta Chronicle, Sept. 1, 1798

Columbia Academy
(Columbia County Academy)

Notice is hereby given: That as the Columbia Academy is now ready to receive students, it will be opened under the direction of Moses Waddel, A.M., on the 1st day of Oct. next, when the rates of tuition will be as follows, viz: for reading and writing, English and Arithmetic, 10 dollars per annum; for the languages and sciences, 20 dollars per annum. General board and lodging may be had in the neighborhood for 5 dollars per month.

W. Few
James McNeil
Solomon Ellis

Georgia Journal, Feb. 23, 1814

Union Academy, in the County of Putnam, opened on the 8th February last, under the direction of David Edwards, and is ready for the reception of the different classes of Students usually taught in Academies.

Augusta Chronicle, Nov. 11, 1826

Franklin Academy opened Monday . . . . four doors above the Episcopal Church.

Latin and Greek per Quarter $7.50

(Advertises to offer everything from reading & writing)

Oliver Danforth.

Macon Telegraph, Jan. 9, 1827

The Henry Academy at McDonough, Henry County, will go into operation Monday 15th January, 1827. The Trustees have procured as

rector the Rev. James Gamble formerly teacher of the Academy at Church-Hill, S. C. Students prepared for any college . . . .

Macon Telegraph, Jan. 16, 1827

Clinton Academy (Jones Co.) "The subscribers, graduates of Amherst and Cambridge Colleges, have engaged with the trustees of this institution to open a school in the Academy building on the 1st Monday of January next" . . . .

C. B. Elliott and Joseph Goffe.

Macon Telegraph, June 24, 1828

Macon Academy: "have at last employed a rector of talents, acquirements and experience suitable to the importance of the institution." The Academy reopens under Mr. E. Hammond, a graduate of Dartmouth College.

Dec. 15, 1828.

Macon Academy reopens . . . . under Mr. E. Hammond, A.M. . . . . "Scholars will be well fitted to enter 2 years in advance in Franklin College at Athens or in any other college."

Georgia Journal, Nov. 17, 1831

Jefferson Academy, Putnam Co.

On the 15th of next month, the Examination and Exhibition of and at this Institution, will take place, and close the 16th with an Exhibition, to all of which the friends of Juvenile Learning are respectfully invited , . . .

The Trustees have engaged their former Rector, Mr. Henry Davenport, for the ensuing year, who is a classical and chaste English scholar, and also a gentleman of undoubted moral character . . . .

Georgia Journal, March 15, 1832 (& earlier)

Lafayette Academy,

Upson Co.

The Trustees of this institution beg leave to inform the friends of literature that they have engaged the services of an experienced classical teacher for the ensuing term.

The Exercises will commence the 1st Monday in Jan. 1832. 15 or 20 boarders can be well accommodated near the Academy.

Georgia Journal, March 15, 1832

Lyceum Academy,
Carroll Co.

The Trustees of this institution have the satisfaction of announcing to the public, that it has opened under the most favorable auspices . . . . (having secured) . . . . the services of Mr. Richard K. Hill. . . . . Mr. Hill has been raised in the South, *with all our feelings,* and will be assisted by Mr. Thompson, a good English Scholar of considerable experience in his business.

Georgia Journal, June 7, 1832

Hillsborough Academy . . . . The Examination of the students . . . . will take place on the 12th and 13th inst. etc. . . . . The Friends of Literature are respectfully invited. (Jasper Co.)

Southern Recorder, Jan. 15, 1834

A teacher wanted for Scottsboro Male Academy, lately under the superintendence of Mr. Beard.

L. C. Q. Lamar
Seaton Grantland
Farish Carter
S. Rockwell.

Southern Recorder, Jan. 15, 1834

Mt. Zion Academy
(Hancock Co.)

Next term will open on the first Monday in January under . . . . its present Rector, the Rev. C. P. Beman. (In Nov. 12, 1834 issue this Academy announces Semi-Annual Examination, 18th and 20th of Nov. Start at 3 P. M., and conclude sometime in the evening by candle light.)

Southern Recorder, Jan. 15, 1834

Meson Academy, Lexington
(Oglethorpe Co.)

Mr. Augustus Alden,
Female Branch—Miss E. Thatcher.

Southern Recorder, Jan. 16, 1834

The Monticello Union Academy
(Jasper Co.)

will open again on the 1st Monday in January under the care of Richard K. Hill . . . . Mr. Hill is a graduate ofthe Univ. of N. C. . . . .

Southern Recorder, Jan. 15, 1834

Crawfordsville Academy
(Taliaferro Co.)

Messrs. Cawdry and Freeman, the former a graduate of Columbia College, D. C., and the latter of Schenectady, N. Y. . . . . Young gentleman who aim to enter college can no where find a better preparatory school.

Southern Recorder, Feb. 19, 26, 1834

Centerville Academy
(Talbot Co.)

Exercises resumed under Rev. John Groves . . . . All branches usually taught in an Academy.

Southern Banner, Nov. 12, 1834

Social Circle Academy
(Walton Co.)

Engaged Mr. Daniel Inglis and Mrs. Peck. Mr. Inglis graduate of Franklin College, Ga., and Mrs. Peck at Milford College, Conn.

Southern Recorder, Nov. 12, 1834

Powellton Academy invites the public to semi-annual Examination of the Students—19th and 20th Nov.

Will open again on first Monday in Jan., under present teachers: Mr. James Whitell and Miss Rebecca J. Pratt.

Southern Recorder, Dec. 9, 1834

The Female Dept. of Jefferson Academy,
(Putnam Co.)

Have employed Mr. W. A. Florence and Mrs. H. F. Florence, will teach: 1st Class, Music; 2nd Painting, Drawing, Chemistry, Astronomy, Belles Lettres: 3rd, Grammar, Geography, History, Composition, etc., 4th, Spelling, Reading, Writing and Arithmetic.

Southern Recorder, Dec. 9, 1834

The Georgia Presbyterian Educational Society have determined upon the establishment of a Literary Institution at Midway, to be known as Midway Seminary. The Rev. C. P. Beman, a gentleman of eminent abilities, is to be placed at its head . . . . No pains will be spared to make this an institution of the highest class, equal to any, in any part of the country.

A course of Manual Labor will be connected with this institution. Each pupil will be required to labor three hours daily, either on the farm or in the mechanics shop.

Exercises commence on the 3rd Monday in January next (i. e. '35). Not more than 50 scholars now; when completed, the building will accommodate 150.

Southern Banner, Dec. 16, 1834

Mt. Zion Academy, will go into operation 1st Monday Jan., 1835, under the rectorship of Mr. Herman Mead—he comes well recommended from vicinity of Milledgeville. (former rector—C. P. Beman—goes to Midway Seminary)

Southern Recorder, Dec. 16, 1834

Crawfordsville Academy

Opens 1st Monday in January. Secured services of Mr. Graves, late of N. C., as Rector.

Branches: Latin, Greek, French, Chemistry, Natural Philosophy, Logic, Rhetoric, Algebra, etc.

Southern Recorder, Dec. 16, 1834

Meson Academy

For ensuing year:

Miss Thatcher, Female Dept.

Mr. Lewis, well known as classical teacher, Male Dept.

Southern Recorder, Dec. 23, 1834

Sparta Male Academy

(Hancock Co.)

Will open 12th Jan., 1835, under Mr. John Monoghan and Mr. S. Beggs. College Preparatory.

Southern Recorder, Dec. 23, 1834

Franklin Academy

(Putnam Co.)

Reopens . . . . Jan. 4th . . . . under former Rector, C. P. B. Martin. . . . Usual Branches.

Southern Recorder, Dec. 23, 1834

Union Hill Male & Female Academy,

in N. E. Corner of Jones Co.

Reengaged Miss Vera A. Standifer. Academic year commences 1st

February and ends 15th December, with a short vacation about the first of July.

Southern Recorder, Jan. 27, 1835

Constitution Hall Academy
(Jasper Co.)

Opens 2nd Monday in January. Superintendence of Abram B. Dale, A.M. College preparatory.

Southern Recorder, Feb. 3, 1835

Cullodensville Male & Female Academies,
(Monroe Co.)

Mr. Bullard, Male.

Miss Warren . . . . the whole circle of female requirements & instruction in higher branches of Arithmetic, also geometry, triginometry, Algebra, French and Latin, drawing and painting.

Southern Recorder, March 10, 1835

Salem Male Academy . . . . announce securing Mr. Henry Davenport, Jr. School now in operation.
Clarke Co.

Southern Banner, Dec. 3, 1835

The Male Academy at Madison, Morgan Co., will be opened on the first Monday in January next under the Rectorship of Mr. Arthur Thompson, a gentleman of liberal education who comes recommended in the most flattering manner, for his scholarship, family and morals.

Also at the same time the

Female Dept. of the Academy

will be opened under the care of Miss J. A. Russell, assisted by her sister . . . .

The Trustees believe that all the branches of a liberal education may be acquired at this institution; and they with great confidence recommend it to public patronage.

Southern Recorder, Dec. 15, 1835

Midway Seminary.

Announces: Next term the 1st Monday in January. This institution is now under the care of the Trustees of Oglethorpe Univ. . . . . The Rev. Mr. Beman, the Principal, will be assisted by Mr. Meade, recently teacher of the Mt. Zion Academy.

Southern Recorder, Dec. 15, 1835

Eatonton Academy
(Clarke Co.)

Female Dept. for next year under Mrs. Leigh
Male Dept. " " " " Mr. C. P. Martin
(Martin formerly at Franklin Academy)

Southern Banner, Dec. 24, 1835

The Male Academy at Monroe, Walton Co., Ga.

Will be opened on Monday, the 4th day of January, under the instruction of Mr. Joseph Prince, A. B. . . . . In addition to the branches usually taught in Academies, Mr. P. will give instruction in the French Language, Geology, Mineralogy, and the higher branches of Mathematics.

Southern Banner, Dec. 24, 1836; Jan. 21, 1837

The Monroe, Walton Co., Academy

will resume its services on the 1st Monday in Jan. . . . . under the direction of Mr. Jos. Prince, ... Females will be received in the Academy and a competent Female Teacher employed.

Southern Banner, Dec. 24, 31, 1836; Jan. 21, 1837

Rehobothville Academies
(Morgan Co.)

The Trustees of these institutions . . . . have the pleasure of announcing . . . . that they have engaged . . . . Rev. H. Pendergrass, in the Male, and Mrs. Lucinda A. Lowery in the Female Dept. . . . Schools will go into operation on Monday, the 9th of January.

Augusta Chronicle-Sentinel, Jan. 4; Feb. 1, 1840

The Trustees of Wrightsborough Academy would inform the public . . . . that its exercises will commence on the second Monday in January inst., under . . . . Mr. John Tucker . . . . An English and Classical School. Board can be obtained on very reasonable terms; tuition fees low, and situation healthy.

Columbia Co.

Thomas H. White,
S. Roberts,
Edward H. Jones.

Augusta Chronicle-Sentinel, Jan. 9, 1840

Midway Seminary

A monthly report of the recitations, deportment, and general standing of each pupil is made to the whole school, and then sent to the parent

or guardian. Patrons of the school are respectfully invited to visit it at all hours of the day, to witness the recitations and progress of the pupils.

The number of pupils is limited to sixty.

Augusta Chronicle-Sentinel, Jan. 9; Feb. 20, 1840

The Trustees of Columbia Co. Academy have again engaged the services of Mr. Lewis Potter, a graduate of Dartmouth College, as Rector of the Institution. . . . . The Academy was opened for the reception of students on the 1st inst.

Board can be had in the vicinity on reasonable terms.

E. T. Williams, Secy.

Augusta Chronicle-Sentinel, Jan. 18, 1840

County Line Academy,
near the Quaker Springs.
(Crawford Co.)

The exercises of this Institution will be resumed on the 1st Monday in January next, under the superintendence of the Board of Trustees . . . . who have again secured the services of Mr. Nute . . . .

Our terms are moderate,—the situation healthy—and every attention will be paid to the morals of the pupils.

Application for admission must be made to one of the Trustees.

S. Griffin, Presd't)
C. M. Hill)
H. Musgrove) Trustees.
J. Darling)
T. Skinner)

Savannah Georgian, Nov. 6, 1841

Effingham Academy.

Mr. Mallette respectfully informs his friends and the public generally, that he has taken charge of the Effingham Academy at Springfield. Persons wishing to send their sons or daughters to this institution may rest assured that their instruction, both moral and intellectual will be carefully attended to . . . . Boys will be prepared for College in the shortest possible time.

Board may be had in and about the village, etc.

Rates:	Reading, writing, arithmetic	$3.00 per qr.
	English Grammar, etc.	5.00 " "
	Latin, Greek, etc.	8.00 " "

Georgia Telegraph & Republic, Jan. 6, 1846

Perry Academy (Houston Co.)

. . . . Reopen under the rectorship of Mr. Jas. Dunham . . . . All branches usually taught in Academies . . . . Competent teachers (Female Assistant)—Music, Painting, Drawing, etc. Board can be had in good families, etc., ...

Georgia Telegraph & Republic, Nov. 24, 1846

Culloden Male & Female Academies
(Monroe Co.)

Exercises commenced Monday, Jan. 11, 1847.

(Prep. school apparently)

Hugh E. Morrow

(gives a list of 14 names as references, starting with Pres. Alonzo Church.)

Assisted by Mr. & Mrs. Mather, Mr. M., Yale graduate, will have charge of Male Academy.

Mrs. M., having received her education in the North, will give instruction to the females in the ornamental branches.

Georgia Telegraph & Republic, Dec. 22, 1846

Thomaston Academy . . . . (has) . . . . engaged for the ensuing year Mr. Chas. O'Hara as teacher in the Male Dept., and the daughters of Mr. O'Hara to teach the Female Dept.

Opens 2nd Monday in Jan.

Thomaston, Upson County.

Southern Recorder, Dec. 23, 1851

Richland Academy commences Tuesday, January 7th. "The mode of instruction will, as far as possible, be vigorously analytical."

J. E. Crosland, Principal.

APPENDIX II

ACADEMY LISTS AND REPORTS

I. Academies of Georgia: By Decades

The following tables list 583 academies chartered in Georgia. Academies chartered twice have been excluded from a second counting, except in cases where there was a definite lapse of charter and a re-charter after

a period of years. Similarly, when there was a change of name and re-charter under a second name, the change has been noted, but the academy listed only once. The period covered extends from 1783 through 1860. The attempt has been made to give essential information—so far, at least, as date, name, location, and reference may be considered essential —concerning every academy chartered or authorized in those years. Arrangement has been made by the usual time-division of decades, since this method affords opportunity for easy reference for the purpose of discussion.

ACADEMIES OF GEORGIA: BY DECADES

1783-1799 (20)

Date of 1st Record	County Name	Name of School	Record of Payments	Date County Organized	References
1794	Bryan	County Academy	1794	1793	*Ms. Ledger* Record; Cuthbert, Sec. 46 *p.* 34, 12/25/1822
1783	Burke * x	" "	1794	1777	*Act* 7/31/1783; Cuthbert, Sec. 49 *p.* 40; *Act* 11 / 23 / 1814; Cuthbert, Sec. 49 *p.* 41; *Act* 1832, *p.* 223
1794	Camden	" "	1794	1777	Cuthbert #208
1788	Chatham *	" "	1794	1777	*Ga. House Journal p.* 397, Act 2/14/1786; Watkins #388, Act 2/1/1788; M. & C. *Digest, p.* 564
1788	"	Bethesda Orphan House		1777	Watkins #388, 2/1/1788

* Reported to Sen. Acad. 11/25/1800, *Ms. Min. p.* 12.

x Authorized to sell lots in town of Waynesborough, 1845—*Acts* Nov. & Dec.

NOTE: Demand for economy of space has necessitated certain abbreviations: Cuthbert, indicates *Cuthbert's Digest of the Laws of Georgia;* Watkins, *Watkins' Digest;* M & C, *Marbury & Crawford Digest;* Sherwood III, *Sherwood's Gazetteer,* 3rd Edition, etc. Within the tables a different method of foot-note reference has been used as similarly economical of space.

Date of 1st Record	County Name	Name of School	Record of Payments	Date County Organized	References
1794	Columbia * x	County Academy	1794	1790	M & C *Digest, p.* 131; *Augusta Chronicle* 9/1/-1798; *Senate Journal* 11/22/-1799
1796	Effingham xx	" "	(a) 1794	1777	*Ga. House Journal p.* 397, Act 2/14/1786; Watkins #551, Act 2/18/1796; *Sav. Georgian,* 11/6/-41
1794	Franklin	" "	(b) 1794	1784	Watkins #289, Act 2/25/1784; *Ga. House Journal p.* 397, Act 2/14/1786
1786	Greene	" "	(c) 1794	1786	*Ga. House Journal p.* 397, Act 2/14/1786; Cuthbert *p.* 64, Act 2 / 10 / 1803; Prince *p.* 945

* Reported to Sen. Acad. 11/25/1800, *Ms. Min. p.* 12.

x David Bush (Bushnell) first known to Georgia in 1795 as a teacher in Columbia County (White's *Hist. Coll. p.* 486). In 1802 Mr. Bush (probably the same man) taught at Kiokee Seminary, Columbia County (J. H. Campbell, *Ga. Baptists,* 2nd Ed. *p.* 313.) Moses Waddel taught at Carmel, Appling, Columbia County (Sherwood II, 1794-96). In 1807 Carmel Seminary, near Columbia County Court House advertised for a teacher (*Columbian Sentinel,* Aug. 1, 1807). The citizens erected a brick house for the purposes of this academy (Sherwood III, *p.* 112).

xx This county academy is evidently the academy at Springfield, which became the county seat in 1799. Sherwood reports this academy as being in flourishing condition in both 1837 and 1860, and Strobel calls it a "most excellent classical academy" in 1855 (Strobel *op. cit., p.* 233; *p.* 302).

(a) Effingham County had a grant for an academy in 1796 (Watkins *Digest,* Sec. 388, Act 2/18/1796) and so it is included in this list. Ebenezer was incorporated in 1809 as the County Academy (Cuthbert *op. cit., p.* 51, Act 12/1/1809).

(b) The records of Franklin County show that credit for an Academy began in 1794 (*Ms. Ledger*).

(c) Greene County, constituted in 1796 (*Ga. Official Register* 1929, *p.* 309) erected an Academy at Greensboro, payments for which began in 1794. In 1803 the county academy was named and reincorporated Greensboro Academy (Cuthbert *op. cit., p.* 64, Act 12/10/1803).

Date of 1st Record	County Name	Name of School	Record of Payments	Date County Organized	References
1788	Glynn	County Academy (d)	1794	1777	*Ga. House Journal p.* 397, Act 2/14/1786; Watkins #399, Act 2/1/1788
1794	Hancock	" "	1794	1793	*Ms. Ledger* Records; M & C Digest *p.* 564 *f.*
1796	Jefferson	" "	(e) 1810	1796	Watkins #572, 2/22/1796; *Senate Journal* 11 / 10 / 1800; *Min. Sen. Acad.* 11/13/1806
1788	Liberty *	" "	(f) 1794	1777	*Ga. House Journal* 2/14/1786; *Ga. Gaz.* 10/9/-1788; Watkins #399, Act 2/1/-1788; Cuthbert #137
1794	Montgomery	" "	1794	1773	*Ga. Laws* 30, Res. #225;
1794	McIntosh	" "	1794	1793	Clayton *p.* 62, #49; *Senate Journal* Vol. I, Act 11/7/1801; 11/26/1803
1793	Oglethorpe *	" "	(g) 1794	1793	Cuthbert #161, 11/27/1807; *Sen. Journal* 11/10/-1800

* Reported to Sen. Acad. 11/25/1800.

(d) Brunswick Academy in Glynn County incorporated 1838; County Academy charter repealed and vested in Brunswick Academy 1838 (Prince *op. cit.*) Nov. 26, 1802 (Clayton *p.* 63, #50). Lots at Frederica authorized sold for benefit of academy of Glynn County (*Ga. Laws* 30 #8, Academy chartered 12/3/1821.

(e) Called Louisville Academy. Received money from the sale of lots in 1796. Watkins *op. cit.*, #572, 2/22/1796; M. & C. *Digest pp.* 567-8.

(f) Called Sunbury Academy. Incorporated 2/1/1787, M. & C. *Digest pp.* 5-7.

(g) Oglethorpe County Academy changed to Meson Academy and reincorporated in 1807. Cuthbert *op. cit.*, Sec. 161, 11/27/1807.

Date of 1st Record	County Name	Name of School	Record of Payments	Date County Organized	References
1783	Richmond *	County Academy	1794	1777	Cuthbert Sec. 49, *p.* 40, 7/31/1783; *Ga. Gaz.* 3/25/-1785; *Ga. House Journal p.* 397, 2/14/1786
1794	Screven	" "	1794	1793	*Senate Journal* 11/2/1801; *Laws* 1810, *p.* 152; Cuthbert #186, 12/24/1825; M & C Digest *p.* 564 *f.*
1784	Washington	" "	1794	1784	Watkins #289, Act 2/25/1784; *Ga. House Journal p.* 397, 2/14/1786
1783	Wilkes *	" "	1794	1777	Watkins #282, Act 7/1/1783 Sec. XIII; *Ga. House Journal p.* 397, Act 2/14/1786

ACADEMIES OF GEORGIA: BY DECADES
1800-1809 (7)

1807	Baldwin	County Academy	1823	1803	*Senate Journal*, 12/10/1807
1801	(Clarke (Jackson x	Joint (Co.) "	1810	1801	Clayton #30, *p.* 35, 12/5/1801; *Laws* 1810, *p.* 152
1809	Effingham	Ebenezer "	1794	1777	Cuthbert, *p.* 51, 12/1/1809
1803	Greene xx	County "	1794	1786	Cuthbert *p.* 64, 12/10/1803; *Senate Journal* 11/2/1801

* Reported to Sen. Acad. 11/25/1800.

x *Aots* 1859 #100, Jefferson Academy and Jackson County Academy declared to be one and the same. Also called Martin Institute, *Laws* 1859 *p.* 78. Coeducational.

xx Date of reincorporation and renaming.

Date of 1st Record	County Name	Name of School	Record of Payments	Date County Organized	References
1807	Oglethorpe	Meson Academy	1790	1793	Cuthbert #161, 11/27/1807; *Senate Journal* 11/28/1807; *Southern Recorder* 1/15/-1834; Prince *p.* 961
1809	Putnam	County "	1810	1807	Cuthbert #170 *p.* 136; Sherwood II, *p.* 106; *Georgia Journal* 2/23/1814
1800	Warren *	County "	1823	1793	*MS. Min. Sen. Acad.* 11/25/-1800, *p.* 12; *Senate Journal* 11/7/1801

ACADEMIES OF GEORGIA: BY DECADES
1810-1819 (15)

Date of 1st Record	County Name	Name of School	Date County Organized	References
1810	Elbert	County Academy	1790	*Ms. Ledger* Records; Cuthbert *p.* 51, 12/19/-1817
1815	Hancock	Powelton "	1793	Cuthbert #106, 11/-23/1815; Prince *p.* 949; *Ga. Journal* 1/17/1816
1818	"	Sparta "	1793	Cuthbert #106, 12/-17/1818; Sherwood II, *pp.* 161-2
1818	Jasper	Hillsborough Academy	1807	Cuthbert #118; *Southern Recorder* 12/16/-1834
1815	"	Monticello Academy	1807	Cuthbert #118, 12/-14/1815
1818	"	Sardis "	1807	Cuthbert #118, 11/-24/1818
1819	Laurens	County "	1807	*Laws* 1810, *p.* 156; Cuthbert #129, *p.* 107, 12/14/1819; *Acts* 31, *p.* 17

* Reported to Sen. Acad. 11/25/1800, *p.* 12.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1810	Morgan x	County Academy	1807	*Laws* 1810, *p.* 167; Cuthbert #153 *p.* 127, 12/16/1815; *Georgia Journal*, Oct. 1815
1816	Putnam xx	Eatonton "	1807	Cuthbert #170 *p.* 136, 12/4/1816; *Southern Recorder* 12/15/1835
1810	Richmond	Mt. Enon "	1777	*Laws* 1810 *p.* 140; Cuthbert #176 *p.* 148, 12/15/1810; *Augusta Herald* 3/3/1814
1810	Tatnall	County "	1801	*Georgia Laws* 1830, *p.* 84; *MS. Ledger Records*
1816	Twiggs	County "	1809	Cuthbert *p.* 161, 12/-4/1816
1817	"	Marion "	1809	Prince *p.* 968; Sherwood II, *p.* 130
1819	"	Ocmulgee "	1809	Cuthbert *p.* 161, 12/-9/1819
1819	Washington xxx	County "	1784	Cuthbert *p.* 166, 11/-30/1819; Sherwood II, *p.* 156

ACADEMIES OF GEORGIA: BY DECADES
1820-1829 (108)

1825	Appling	County Academy	1818	*Ms. Ledger Records;* Res. 12/5/1823, *p.* 252; *Laws* 1826, #87; Cobb *Digest p.* 1144
1828	Baker xxxx	Byron "	1825	Cuthbert #38, *p.* 29, 12/22/1828; *Laws* 1830, *p.* 147; Prince *p.* 930

x This academy incorporated under name of Madison Academy 12/16/1815.

xx Wm. H. Seward was Rector of this academy from March to May, 1819 (*The Plantation,* Vol. I, No. 2, June 1860, quoting *Savannah Republican* Jan. 23, 1860, *p.* 224). C. P. Beman in charge 1823 (*The Missionary,* 12/1/1823).

xxx Mentioned again as incorporated in 1838; *Laws* 1838, *p.* 3.

xxxx Had no County Academy in 1825; the Act of 12/27/1826 (*p.* 28) gave Academy Funds to Poor School Fund; restored to academies in 1829.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1822	Baldwin	County Academy	1803	*Acts* 1823, *p.* 24; Cuthbert #46, 12/15/1822; Prince *p.* 931; *Acts* 1834 *p.* 15 (rebuilding)
1826	"	Lonicera "	1803	*Acts* 1826, *p.* 17; Cuthbert 12/23/1826; Prince *p.* 931
1826	"	Corinth "	1803	*Acts* 1826, *p.* 31; Prince *p.* 931; Cobb *p.* 1145; *Acts* 1837, *p.* 6
1826	Bibb	Lake "	1822	*Acts* 1826, *p.* 18; Cuthbert #44, 12/22/1826; Prince *p.* 931
1826	"	Washington "	1822	Cuthbert #44, 11/21/-1826; Prince *p.* 931
1822	Bryan x	County "	1793	*Acts* 1823, *p.* 23; Cuthbert #46, 12/25/1822; Prince *p.* 932; Cobb *p.* 1147
1822	Bulloch	County "	1796	Cuthbert #46, 12/25/-1822; Prince *p.* 933
1826	Butts	County "	1825	*Acts* 1826, *p.* 10; Cuthbert *p.* 41, 12/26/1826; Prince *p.* 933
1829	Campbell	Campbellton Academy	1828	*Acts* 1829, *p.* 8; Cuthbert *p.* 40, 12/22/1829; Prince *p.* 934
1829	Carroll	Carroll(ton) Academy	1826	*Acts* 1829, *p.* 12; Cuthbert *p.* 50, 12/22/1829; Prince *p.* 935; *Acts* 1832, *p.* 14
1821	Clarke xx	Salem Academy	1801	*Acts* 1821, *p.* 126; Cuthbert *p.* 50, 12/25/-1821; Prince *p.* 937
1823	"	County "	1801	*Acts* 1823, *p.* 27; Cuthbert *p.* 43, 11/21/1823; Prince *p.* 937

x Reincorporated 1840 (*Acts* 1840, *p.* 14).

xx In 1831 it was called Southern Female Classical Seminary (*Southern Recorder*, 1/27/1831).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1829	Clarke	Athens Female Academy	1801	Acts 1829, *p.* 9; Hull, *Annals of Athens, p.* 99; *Southern Banner,* 1/14/1836
1825	Columbia	White Oak Academy	1790	*Acts* 1825, *p.* 4; Cuthbert *p.* 43, 12/24/1825; Prince *p.* 938
1825	"	Franklin Academy	1790	*Acts* 1825, *p.* 6; Cuthbert *p.* 51, 12/24/1825; Prince *p.* 938
1828	Coweta	County "	1826	*Acts* 1828, *p.* 8; Cuthbert *p.* 51, 12/16/1828; Prince *p.* 938
1825	Crawford	Knoxville "	1822	*Acts* 1825, *p.* 9; Cuthbert *p.* 51, 12/24/1825; Prince *p.* 939
1829	Decatur x	County "	1823	*Acts* 1829, *p.* 10; Cuthbert, 12/19/1829; Prince *p.* 940
1825	DeKalb	County "	1822	*Acts* 1825, *p.* 15; Cuthbert *p.* 51, 12/20/1825; Prince *p.* 940
1825	Dooly	County "	1821	*Acts* 1825, *p.* 7; Cuthbert *p.* 51, 12/24/1825; Prince *p.* 941
1827	Early	Blakely "	1818	*Acts* 1827, *p.* 4, 12/24/1827; Prince *p.* 941
1828	"	Smithville "	1818	*Acts* 1828, *p.* 13; Prince *p.* 941
1823	Elbert	Philomathia Academy	1790	*Acts* 1823, *p.* 7; *Ms. Ledger Records;* Prince *p.* 942
1823	"	County Academy	1790	*Ms. Ledger Records;* Prince *p.* 942
1823	"	Eudisco "	1790	*Acts* 1823, *p.* 28; Cuthbert 12/19/23; Prince *p.* 942

x Reincorporated, *Acts* 1838, *p.* 10.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1826	Elbert	Elberton Female Academy	1790	*Acts* 1826, *p.* 7; Cuthbert, 12/23/1826; Prince *p.* 942
1824	Emanuel	County Academy	1812	*Acts* 1824, *p.* 11; Cuthbert 12/20/1824; Prince *p.* 942
1824	Fayette x	County "	1821	*Acts* 1824, *p.* 17; Cuthbert *p.* 64, 12/9/1824; Prince *p.* 943
1824	Franklin	County "	1784	(Carnesville) *Acts* 1824, *p.* 24; Cuthbert *p.* 64, 12/24/1824; Prince *p.* 944; *Southern Banner*, 1/14/1836
1821	Glynn	County "	1777	*Acts* 1821, *p.* 11; Cuthbert *p.* 64, 12/3/1821; Prince *p.* 946
1826	Greene	Brockman United Academy	1786	*Acts* 1826, *p.* 13; Cuthbert *pp.* 55-6, 12/26/1826; Prince *p.* 945
1827	"	Lafayette Hall Academy	1786	*Acts* 1827, *p.* 18; Cuthbert *pp.* 55-6, 12/21/1827; Prince *p.* 945
1821	Gwinnett	County Academy	1818	*Acts* 1821, *p.* 125; Cuthbert #97, 12/25/-1821; Prince *p.* 945
1824	"	Lawrenceville Academy	1818	*Acts* 1824, *p.* 5; Cuthbert *p.* 67, 12/9/1824; Prince *p.* 946
1827	"	Washington Academy	1818	*Acts* 1827, *p.* 30; Cuthbert *p.* 67, 12/9/1827; Prince *p.* 946
1821	Habersham xx	County Academy	1818	*Acts* 1821, *p.* 125; Cuthbert #104, 12/-25/1821; Prince *p.* 947

x This academy also incorporated by Act 12/24/1836, *p.* 7.

xx Habersham County Academy, name changed to Clarksville Academy, Act 12/9/1824; Sherwood III, *p.* 94.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1824	Habersham	Clarksville Academy	1818	*Acts* 1824, *p.* 8; Cuthbert #104, 12/9/1824; Cobb *p.* 1171; *Acts* 1837, *p.* 5, Sec. 24; *Southern Banner*, 1/2/-1845
1821	Hall	County "	1818	*Acts* 1821, *p.* 125; Cuthbert #97, 12/25/-1821; Prince *p.* 948
1823	Hancock x	Mt. Zion "	1793	*Acts* 1823, *p.* 8; Cuthbert #108, 12/20/-1823; Prince *p.* 949; Sherwood IV, *p.* 140; *The Missionary*, 5/3/-1824
1828	Harris	Hamilton "	1823	*Acts* 1828, *p.* 15; Cuthbert #38, 12/22/1828
1824	Henry	County "	1821	*Acts* 1824, *p.* 28; Cuthbert #110, 12/9/1824; Prince *p.* 950; Sherwood II, *p.* 127
1827	"	Pleasant Grove Academy	1821	*Acts* 1827, *p.* 28; Cuthbert #110, 12/21/-1827; Prince *p.* 950
1824	Houston xx	County Academy	1821	*Acts* 1824, *p.* 13; Cuthbert #110, 11/25/-1824; Prince *p.* 950
1828	"	Flint River "	1821	*Acts* 1828, *p.* 15; Cuthbert #38, *p.* 29, 12/-22/1828; Prince *p.* 950
1823	Irwin xxx	County "	1818	*Acts* 1823, *p.* 251

x Sherwood IV, *p.* 140, says this academy was opened in 1811. *Augusta Herald*, Nov. 4, 1813; *Georgia Journal*, 3/17/1815, N. S. S. Beman, Rector, advertises this school: the school has Classical, English, and Female Departments, limited to the number of 30 pupils each. In 1855, this institution known as Mt. Zion High School. C. P. Beman became Rector, assisted by Messrs. Mulally, Northern, and Bais (*Southern Recorder*, 11/6/1855).

xx Academy reincorporated, *Acts* 1836, *p.* 11.

xxx Irwin County: this academy had a short existence. Payments date from 1824, and in 1825 the Academic Fund was added to the Poor School Fund (*Laws* 1830, #74).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1824	Jackson	Harmony Grove Female Academy	1796	*Acts* 1824, p. 19; Cuthbert #110, 12/20/-1824; Prince *p.* 951
1821	Jasper	Hebron "	1807	*Laws* 1821, *p.* 34; Cuthbert #118, 12/-15/1821; Prince *p.* 952
1824	"	County "	1807	*Acts* 1824, *p.* 3; Cuthbert #118, 12/15/-1824; Prince *p.* 952
1824	"	Huntsville "	1807	*Acts* 1824, *p.* 26; Cuthbert #118, 12/9/1824; Prince *p.* 952
1825	"	Monticello Female Academy	1807	*Acts* 1825, *p.* 10; Prince *p.* 952
1826	"	Constitutional Hall Academy	1807	*Acts* 1826, *p.* 27; Cuthbert #125, 12/22/1826
1821	Jones	Clinton Academy	1807	*Acts* 1821, *p.* 31; Cuthbert #129, *p.* 107, 12/15/1821; Prince *p.* 953
1822	"	Fortville "	1807	*Laws* 1830, #19, 12/9/1822
1822	" x	Farmer's "	1807	Cuthbert #129, *p.* 107, 12/19/1822; Prince *p.* 953
1826	"	Flat Shoal "	1807	*Acts* 1826, *p.* 22; Cuthbert #129, *p.* 107, 11/30/1826; Prince *p.* 953
1829	Lee	County "	1826	*Acts* 1829, *p.* 277;
1823	Liberty	Walthoursville Academy	1777	*Acts* 1823, *p.* 22; Cuthbert #137, 11/21/-1823; Prince *p.* 954
1820	Lincoln	Lincolnton Academy	1796	*Sen. Res.* 5/2/1821; Prince *p.* 955
1824	"	Goshen Academy	1796	*Acts* 1824, *p.* 25; Cuthbert #137, 11/25/1824

x Name changed to Planters' Academy in 1823 (Cuthbert *p.* 108, #129, 12/20/1823).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1825	Lincoln	Double Branch Academy	1796	*Acts* 1825, *p.* 16; Cuthbert #137, 12/23/-1825; Prince *p.* 955
1823	Madison x	County (M & F) Academy	1811	(Danielsville) *Acts* 1823, *p.* 23; Cuthbert #26, 12/13/1823; Prince *p.* 956; *Southern Banner* 11/19/1836
1828	Marion	County Academy	1827	*Acts* 1828, *p.* 15; Cuthbert #38, *p.* 29; 12/-22/1828; Prince *p.* 956
1824	Monroe xx	Forsyth "	1821	*Acts* 1824, *p.* 16; Cuthbert *p.* 120, 11/25/-1824; Prince *p.* 957
1826	"	Towaliga "	1821	Acts 1826, *p.* 13; Cuthbert *p.* 120, 11/25/-1826; Prince *p.* 957
1827	"	Rock Spring "	1821	*Acts* 1827, *p.* 9; Cuthbert *p.* 120, 12/19/-1827; Prince *p.* 957; Sherwood I, *p.* 138
1827	"	Cicero "	1821	*Acts* 1827, *p.* 27; Cuthbert *p.* 120, 12/19/-1827; Prince *p.* 957
1828	"	Concord "	1821	*Acts* 1828, *p.* 7; Cuthbert *p.* 120, 11/20/-1828; Prince *p.* 957
1828	"	Hebron "	1821	*Acts* 1828, *p.* 20; Cuthbert *p.* 120, 12/19/-1828; Prince *p.* 957
1829	"	Redlick "	1821	*Acts* 1829, *p.* 8; Cuthbert p. 102, 12/22/-1829; Prince *p.* 957
1823	Morgan	Madison "	1807	*Southern Banner*, 12/3/1835; Prince *p.* 958

x The Inferior Court is authorized to sell the academy buildings and real estate, and proceeds to be applied for education of poor children of said county (*Acts* 1858, #113).

xx Five Trustees to be elected for Male and Female Academies of Forsyth, 1/1/1839 (*Acts* 1838, *p.* 6).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1826	Morgan	Oak Grove Academy	1807	*Acts* 1826, *p.* 30; Cuthbert *p.* 128, 12/14/-1826; Prince *p.* 958
1828	Meriwether	County "	1827	*Acts* 1828, *p.* 15; Cuthbert #38, *p.* 29, 12/-22/1828; Prince *p.* 958
1822	McIntosh x	County "	1793	*Acts* 1823, *p.* 24; Cuthbert #46, 12/25/1822; Prince *p.* 959
1828	Muscogee	County "	1826	*Acts* 1828, *p.* 14; Cuthbert *p.* 130, 12/16/-1828; Prince *p.* 960
1820	Newton	Prospect "	1821	*Acts* 1820, Vol. IV, 6; Prince *p.* 960
1822	"	Newton County Academy	1821	*Acts* 1824, *p.* 7; Cuthbert #157, *p.* 130, 12/6/1822; Prince *p.* 960
1823	"	Leakesville Academy	1821	*Acts* 1823, *p.* 15; Cuthbert #157, *p.* 130, 12/22/1823; Prince *p.* 960
1826	"	Arthur Academy	1821	*Acts* 1826, Vol. IV, 6; Prince *p.* 960
1826	"	Jefferson "	1821	*Acts* 1826, *p.* 26; Cuthbert #157, *p.* 130, 11/30/1826; Prince *p.* 960
1820	Oglethorpe	Prospect "	1793	Cuthbert #163, *p.* 136, 12/18/1820; Prince *p.* 961; *Acts* 1820, Vol. V, *p.* 6

x There is some confusion in the history of McIntosh County, due to change of name. On June 2, 1821, in the *Darien Gazette* there appears an announcement of a public examination of McIntosh Academy at Baisden's Bluff. In the same paper, March 20, 1824, there is an announcement of an examination in the academy of McIntosh County at Darien. The confusion is due to the fact that McIntosh Academy was conducted at Darien in the winter months and at Baisden's Bluff in the summer months.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1821	Oglethorpe	Herman Seminary	1793	*Acts* 1821, *p.* 56; Cuthbert #163, *p.* 136, 12/24/1821; Prince *p.* 961
1826	"	Arthur Academy	1793	*Acts* 1826, *p.* 15; Cuthbert #163, *p.* 136, 12/22/1826; Prince *p.* 961
1825	Pike	Zebulon "	1822	*Acts* 1825, *p.* 6; Cuthbert #163, *p.* 136, 12/24/1825; Prince *p.* 961
1821	Pulaski x	County "	1808	*Acts* 1821, *p.* 125; Cuthbert #97, 12/25/-1821; Prince *p.* 962
1821	Putnam	Union "	1807	*Acts* 1821, *p.* 28; Cuthbert #170, *p.* 136, 12/15/1821; Prince *p.* 962
1823	"	Harmony "	1807	*Acts* 1823, *p.* 24; Cuthbert #170, 11/24/-1823; Prince *p.* 962
1821	Rabun xx	County "	1819	*Acts* 1821, *p.* 125; Cuthbert #170, 12/9/-1824; Prince *p.* 963
1829	Randolph	Randolph "	1828	*Acts* 1829, *p.* 8; Cuthbert *p.* 40, 12/22/1829; Prince *p.* 963
1828	Screven	County "	1828	*Acts* 1828, *p.* 21; Cuthbert, Sec. 186, 12/20/-1828; Prince *p.* 965
1828	Talbot	Washington "	1821	*Acts* 1828, *p.* 15; Cuthbert #38, *p.* 29, 12/-22/1828; Prince *p.* 966
1826	Taliaferro xxx	Crawfordsville Academy	1825	*Acts* 1826, *p.* 8; Cuthbert #190, 12/26/-1826; Prince *p.* 966

x Name changed to Hawkinsville Academy in 1831 (Cuthbert #34; *Acts* 1831, *p.* 5).

xx Sherwood names Virgil Hall as being an academy in Rabun County, but no law chartering such an academy has been found (Sherwood I, *p.* 47).

xxx Reincorporated in *Acts* 1851-2, *p.* 329. Not listed again.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1823	Telfair	County Academy	1807	*Acts* 1823, *p.* 18; Cuthbert #190, 12/20/-1823; Prince *p.* 967
1827	Troup	County "	1826	*Acts* 1827, *p.* 3; Cuthbert *p.* 161, 12/26/-1827; Prince *p.* 968
1829	"	Vernon "	1826	*Acts* 1829, *p.* 8; Cuthbert *p.* 40, 12/22/1829; Prince *p.* 968
1828	Twiggs x	Jefferson "	1809	*Acts* 1828, *p.* 17; Cuthbert *p.* 161, 12/17/-1828; Prince *p.* 968
1825	Upson	Thomaston "	1824	*Acts* 1825, *p.* 17; Sherwood II, 11/29/1825; Prince, *p.* 969
1826	"	Franklin "	1824	*Acts* 1826, *p.* 23; Prince *p.* 969
1821	Walton	County "	1818	Cuthbert #97, 12/25/-1821; Prince *p.* 970
1828	"	Social Circle Acad.	1818	*Acts* 1828, *p.* 15; Cuthbert #38, *p.* 29, 12/-22/1828; Prince *p.* 970
1821	Warren	County Academy	1793	*Acts* 1821, *p.* 125; Cuthbert #97, 12/25/-1821; Prince *p.* 971
1826	"	Monaghan "	1793	*Acts* 1826, *p.* 13; Cuthbert #161, 12/26/-1826; Prince *p.* 971
1827	"	Amsden "	1793	*Acts* 1827, *p.* 16; Cuthbert *p.* 166, 12/18/-1827; Prince *p.* 971
1827	"	Locust Grove Acad.	1793	*Acts* 1827, *p.* 22; Cuthbert *p.* 166, 12/19/-1827; Prince *p.* 971
1824	Wayne xx	Mineral Springs Academy	1803	*Acts* 1824, *p.* 21; Cuthbert *p.* 166, 12/15/-1824; Prince *p.* 972

x Additional Trustees appointed in 1837 (*Acts* 1837, *p.* 8; Cobb *p.* 1204); incorporated in 1828.

xx Wayne County: Mineral Springs Academy: in 1834 the Academy Fund was added to the Poor School Fund.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1821	Wilkes	Mallorysville Acad.	1777	*Acts* 1821, *p.* 10; Prince *p.* 972
1824	Wilkinson	County Academy	1803	*Acts* 1824, *p.* 20; Sherwood III, 12/9/1824; Prince *p.* 973; *Georgia Journal* 12/28/1824

ACADEMIES OF GEORGIA: BY DECADES
1830-1839 (294)

1837	Baker	Albany Academy	1825	*Acts* 1837, *p.* 7; *Acts* 1828, *p.* 3; Cobb *p.* 1145
1839	"	Paris "	1825	*Acts* 1839, *p.* 4; Cobb *p.* 1145
1831	Baldwin	Scottsboro Male Academy	1803	*Acts* 1831, *p.* 5; Cuthbert *p.* 34, 12/26/1831; *Southern Recorder* 12/15/1831
1833	"	Midway M & F Academy	1803	*Acts* 1833, *p.* 23; Prince *p.* 931; *Southern Banner* 12/17/1835
1836	" x	Philadelphia Academy	1803	*Acts* 1836, *p.* 11; Prince *p.* 931
1832	Bibb xx	County Academy	1822	*Acts* 1832, *p.* 4; Prince *p.* 931; Cobb *p.* 1146
1832	"	Union "	1822	*Acts* 1832, *p.* 5; Prince *p.* 931;
1834	"	Bibb "	1822	*Acts* 1834, *p.* 7; Prince *p.* 931
1834	"	Marion "	1822	*Acts* 1834, *p.* 7; Prince *p.* 931
1836	"	Vineville "	1822	*Acts* 1836, *p.* 19; Prince *p.* 931; *Georgia Telegraph & Republic* 7/2/1846
1837	"	Warrior "	1822	*Acts* 1837, *p.* 6; Cobb *p.* 1146

x May not have received county funds.

xx Sherwood (*2nd Edition, p.* 78) says that in 1828 Macon Academy had 45 pupils. Bibb County Academy was changed to Macon Free School, *Acts* 1859 #100 *et seq.*

Date of 1st Record	County Name	Name of School	Date County Organized	References
1837	Bibb	Rutland Academy	1822	*Acts* 1837, *p.* 6; Cobb *p.* 1146
1833	Burke	Pleasant Grove Academy	1777	*Acts* 1833, *p.* 24; Prince *p.* 933
1834	"	Bark Camp Academy	1777	*Acts* 1834, *p.* 5; Prince *p.* 933
1832	Butts	Cool Spring Academy	1825	*Acts* 1832, *p.* 4; Prince *p.* 933
1836	"	Jackson Academy	1825	*Acts* 1836, *p.* 3; Prince *p.* 933
1832	Camden	Manual Labor School	1777	*Acts* 1832, *p.* 10; Prince *p.* 934
1837	"	Centerville Academy	1777	*Acts* 1837, *p.* 4; Cobb *p.* 1150
1837	"	Jefferson "	1777	*Acts* 1837, *p.* 4; Cobb *p.* 1150
1839	" x	St. Mary's "	1777	*Acts* 1839, *p.* 5; Cobb *p.* 1150; *Acts* 1849-50, *p.* 29; Sherwood II, *p.* 155
1831	Carroll	Lyceum "	1828	*Laws* 1831, *p.* 4; Cuthbert 12/26/31; Prince *p.* 935; *Georgia Journal* 3/15/1832
1835	"	Villa Rica "	1828	*Acts* 1835, *p.* 13; Prince *p.* 935
1837	"	Union "	1828	*Acts* 1837, *p.* 8; Cobb *p.* 1151
1838	"	Liberty Plains Academy	1828	*Acts* 1838, *p.* 3; Cobb *p.* 1151
1833	Cass xx	Cassville Academy	1832	*Acts* 1833, *p.* 20; Prince *p.* 935
1833	Cherokee xx	Etowah "	1832	*Acts* 1833, *p.* 17; Prince *p.* 937

x St. Mary's Academy was incorporated as Camden County Academy and trustees appointed therefor in 1851 (*Acts* 1851-2).

xx $815.00 allowed for Academy building and entitled to receive academic appropriations (*Acts* 1835, *p.* 16).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1838	Cherokee	Hickory Flat Academy	1832	*Acts* 1838, *p.* 9; Cobb *p.* 1155
1839	Chattooga	Summerville Academy	1838	*Acts* 1839, *p.* 3; Cobb *p.* 1154
1836	Clarke	Watkinsville (Fem) Academy	1801	*Ms. Ledger Records; Southern Banner* 1/14/1836
1837	"	Farmer's Academy	1801	*Acts* 1837, *p.* 10; Cobb *p.* 1155
1833	Cobb x	Cobb "	1832	*Acts* 1833, *p.* 17; Prince *p.* 938
1831	Columbia	Oak Hill "	1790	*Acts* 1831, *p.* 4; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 938
1835	" xx	Wrightsborough Academy	1790	*Acts* 1835, *p.* 13; Prince *p.* 938
1836	"	Rousseau Springs Academy	1790	*Acts* 1836, *p.* 11; Prince *p.* 938
1837	"	Red Oak Academy	1790	*Acts* 1837, *p.* 3; Cobb *p.* 1157
1837	"	Citizens "	1790	*Acts* 1837, *p.* 3; Cobb *p.* 1157
1838	" xxx	Kiokee "	1790	*Acts* 1838, *p.* 3; Cobb *p.* 1157
1838	"	County Line "	1790	*Acts* 1838, *p.* 8; Cobb *p.* 1157
1839	"	Appling Female Academy	1790	*Acts* 1839, *p.* 11; Cobb *p.* 1157; *Augusta Chronicle-Sentinel* 6/-1/1840

x $815.00 allowed for Academy building and entitled to receive academic appropriations (*Acts* 1835, *p.* 16).

xx *Washington News*, Jan. 4, 1831: a one column advertisement of Windsor Hill Female Academy, Wrightsborough; "Religious instruction daily." A private school, A. S. Bayley. Is mentioned also in *The Missionary* (*Hancock County* paper) 12/29/1823.

xxx There was a Kiokee Seminary in Columbia County in 1802 (Campbell, J. H., *Georgia Baptists*, 2nd Ed., *p.* 313).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1836	Coweta	Newnan Female Academy	1826	*Acts* 1836, *p.* 8; Prince *p.* 939; *Southern Banner* 12/31/1836; *Acts* 1849-50, *p.* 30
1837	"	Mt. Bethel Academy	1826	*Acts* 1837, *p.* 5; Cobb *p.* 1158
1838	"	Edisco "	1826	*Acts* 1838, *p.* 9; Cobb *p.* 1158
1838	"	Newnan Male Academy	1826	*Acts* 1838, *p.* 10; Cobb *p.* 1158
1832	Crawford	Mt. Carmel Academy	1822	*Acts* 1832, *p.* 5; *Acts* 1833, *p.* 15; Prince *p.* 939
1836	"	Clayton Academy	1822	*Acts* 1836, *p.* 10; Prince *p.* 939
1836	"	Hopewell "	1822	*Acts* 1836, *p.* 10; Prince *p.* 939
1837	"	Union "	1822	*Acts* 1837, *p.* 5; Cobb *p.* 1159
1838	"	County Line "	1822	*Acts* 1838, *p.* 3; Cobb *p.* 1159; *Augusta Chronicle-Sentinel* 1/-18/1840
1838	Dade	Dade County Academy	1837	*Acts* 1838, *p.* 9; Cobb *p.* 1159
1836	Decatur x	Pleasant Grove Academy	1823	*Acts* 1836, *p.* 11; *Acts* 1837, *p.* 7; Cobb *p.* 1160; Prince *p.* 940
1836	DeKalb	Summerville Academy	1822	*Acts* 1836, *p.* 10; Prince *p.* 940
1838	"	Stone Mountain Academy	1822	*Acts* 1838, *p.* 10; Cobb *p.* 1160
1836	Dooly xx	Rest Academy	1821	*Acts* 1837, *p.* 5, 9; Cobb *p.* 1161; Prince *p.* 941
1838	"	Bristol M & F Institute	1821	*Acts* 1838, *p.* 10; Cobb *p.* 1161

x Name changed in 1839 to Attapulgas (*Acts* 1839, *p.* 5; Cobb *p.* 1160).
xx Also called Traveller's Rest (Cobb *p.* 1161).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1831	Early	Ft. Gaines Academy	1818	*Acts* 1831, *p.* 17, 12/26/1831; Prince *p.* 941
1838	"	Ft. Gaines Fem. Institute	1818	*Acts* 1838, *p.* 3; Cobb *p.* 1162
1833	Floyd x	County Academy	1832	*Acts* 1833, *p.* 4; Prince *p.* 944
1836	"	Chattooga "	1832	*Acts* 1836, *p.* 17; Prince *p.* 944
1837	"	Rome "	1832	*Acts* 1837, *p.* 3; Cobb *p.* 1155
1837	"	Vann's Valley Academy	1832	*Acts* 1837, *p.* 4; Cobb *p.* 1165
1838	"	Silver Creek Academy	1832	*Acts* 1838, *p.* 8; Cobb *p.* 1165
1839	" xx	Manual Labor School (Cave Spring)	1832	*Acts* 1839, *p.* 130; Cobb *p.* 1165
1833	Forsyth xxx	County Academy	1832	*Acts* 1833, *p.* 15; Prince *p.* 944
1834	"	Jackson "	1832	*Acts* 1834, *p.* 9; Prince *p.* 944
1833	Gilmer xxx	County "	1832	*Acts* 1833, *p.* 17; Prince *p.* 945
1831	Greene	Thornton "	1786	*Laws* 1831, *p.* 3; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 945
1834	"	White Plains Academy	1786	*Acts* 1834, *p.* 6, 12/-19/1834; Prince *p.* 945; *Southern Recorder* 12/23/1834
1838	Glynn xxxx	Brunswick Academy	1777	*Acts* 1838, *p.* 11; Cobb *p.* 1169

x Also called Livingston Academy (Prince *p.* 944).

xx Floyd County: near Cave Spring, Hearn School, endowed by Lot Hearn (Sherwood IV) founded by North Georgia Baptists 1839.

xxx $815.00 allowed for academy building.

xxxx Renamed from County Academy.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1835	Gwinnett x	Gwinnett Manual Labor Institute	1818	*Acts* 1835, *p.* 116; 12/26/1835; Prince *p.* 946
1837	"	Female Seminary (Lawrenceville)	1818	*Acts* 1837, *p.* 18; Cobb *p.* 1170; *Southern Banner* 1/23/1845
1839	"	Center Academy	1818	*Acts* 1839, *p.* 5; Cobb *p.* 1170
1836	Hall	Hall County Fem. Academy	1818	*Acts* 1836, *p.* 11; Prince *p.* 948; *Georgia Telegraph* 12/4/1838
1832	Hancock	Farmer's Academy	1793	*Acts* 1832, *p.* 4; Prince *p.* 949
1832	" xx	Sparta Female Academy	1793	*Acts* 1834, *Appx. p.* 34; Sherwood II, *p.* 161; Sherwood III, *p.* 116
1838	" xxx	County Line Academy	1793	*Acts* 1838, *p.* 9; Cobb *p.* 1173
1830	Harris	Jackson Academy	1823	*Acts* 1832, *p.* 4; Prince *p.* 949; Cuthbert #110, 12/23/1830
1830	"	Jenkins "	1823	*Acts* 1830, *p.* 8, 12/-20/1830; Prince *p.* 949
1832	"	Union (Hill) Academy	1823	*Acts* 1832, *p.* 3; Prince *p.* 949
1834	"	Prospect "	1823	*Acts* 1834, *p.* 5; Prince *p.* 949
1835	"	Republican "	1823	*Acts* 1835, *p.* 14; Prince *p.* 949
1837	"	Mt. Airy "	1823	*Acts* 1837, *p.* 4; Cobb *p.* 1173

x The law does not give this Institute a share in the Academic Fund; under control of Flint River Presbytery.

xx Called Sparta Female Model School in 1838 and received in that year $247.09 (*MS. Ledger Records*). In 1838 this school reported to Sen. Acad. 135 pupils whose ages were from 6 to 17 years. In this year it got out a printed prospectus, an 8 x 11 inch sheet (*MS. Letters*).

xxx Not to share in County Funds.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1838	Harris	Shoal Academy	1823	*Acts* 1838, *p.* 9; Cobb *p.* 1173
1831	Heard	Franklin "	1830	*Acts* 1831, *p.* 4; Prince *p.* 949; Cuthbert *p.* 34, 12/26/1831
1832	"	County "	1830	Prince *p.* 950; *Acts* 1832, *pam.* 6
1832	" x	Corinth "	1830	*Acts* 1832, *p.* 4; Prince *p.* 950
1837	" x	Bethel "	1830	*Acts* 1837, *p.* 9; Cobb *p.* 1174
1831	Henry	Harmony "	1821	*Laws* 1831, *p.* 7; Cuthbert #110, 12/26/-1831; Prince *p.* 950; *Georgia Journal* 8/23/1832
1832	"	Jackson "	1821	Prince *p.* 950; *Acts* 1832, *p.* 344
1837	"	Mt. Pleasant Academy	1821	*Acts* 1837, *p.* 6; Cobb *p.* 1175
1832	Houston	Ocmulgee Academy	1821	*Acts* 1832, *p.* 5; Prince *p.* 950
1833	"	Warren "	1821	*Acts* 1833, *p.* 12; Prince *p.* 950
1836	"	Fort Valley "	1821	*Acts* 1836, *p.* 11; Prince *p.* 950
1837	"	Poplar Spring Academy	1821	*Acts* 1837, *p.* 5;
1837	" xx	Manual Labor School	1821	*Acts* 1837, *p.* 19; Cobb *p.* 1176
1838	"	Haynesville Academy	1821	*Acts* 1838, *p.* 12; Cobb *p.* 1176
1838	"	Minerva Academy	1821	*Acts* 1838, *p.* 8; Cobb *p.* 1176
1839	"	Linwood "	1821	*Acts* 1839, *p.* 5; Cobb *p.* 1176

x Not to share in County Funds.

xx In 1839 called Wesley Manual Labor School (*Southern Recorder* 11/20/1838).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1830	Jackson	Columbiana Academy	1796	*Acts* 1830, *p.* 8; Cuthbert #110, 12/20/-1830; Prince *p.* 951
1834	"	Prospect Academy	1796	*Acts* 1834, *p.* 6; Prince *p.* 951
1830	Jasper	Monticello Union Academy	1807	*Acts* 1830, *p.* 8; Cuthbert #110, 12/23/-1830; Cobb *p.* 1177
1833	"	Shady Dale Academy	1807	*Acts* 1833, *p.* 17; Prince *p.* 952
1834	"	Pleasant (Valley) Academy	1807	*Acts* 1834, *p.* 3; Prince *p.* 952
1836	"	Palmyra Academy	1807	*Acts* 1836, *p.* 17; Prince *p.* 952
1837	"	Planter's "	1807	*Acts* 1837, *p.* 6; Cobb *p.* 1177
1833	Jones x	Union Hill M & F Academy	1807	*Acts* 1833 *p.* 23, 12/-24/1833; Prince *p.* 953; *Southern Recorder* 12/23/1834
1834	"	Blountsville Academy	1807	*Acts* 1834, *p.* 6; Prince *p.* 953
1833	Laurens	Buckeye Academy	1807	*Acts* 1833, *p.* 17; Prince *p.* 953
1835	"	Dublin "	1807	*Acts* 1835, *p.* 8; Prince *p.* 953
1836	"	Troup "	1807	*Acts* 1836, *p.* 10; Prince *p.* 953
1838	"	Laurens Hill Academy	1807	*Acts* 1838, *p.* 3; Cobb *p.* 1180
1833	Lee xx	Starkville Academy	1826	*Acts* 1833, *p.* 8; Prince *p.* 954
1837	"	Palmyra "	1826	*Acts* 1837, *p.* 4; Cobb *p.* 1180

x Jones County, Clinton Female Institute, established 1833 by Rev. T. B. Slade, merged 1839 with Georgia Female College (Sherwood IV, *p.* 347).

xx Reincorporated, *Acts* 1851-2, *p.* 330.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1833	Liberty	Taylor's Creek Union	1777	*Acts* 1833, *p.* 17; Prince *p.* 954
1834	" x	Walthoursville Union Institute	1777	*Acts* 1834, *p.* 145; 12/21/1835
1835	"	Tranquil Institute	1777	*Acts* 1835, *p.* 115, 12/21/1835
1838	"	Malmaison Academy	1777	*Acts* 1838, *p.* 3; Cobb *p.* 1181
1839	"	Hinesville "	1777	*Acts* 1839, *p.* 8; Cobb *p.* 1181
1835	Lincoln	Salem "	1796	*Acts* 1835, *p.* 13; Prince *p.* 955; *Southern Recorder* 12/16/-1834
1836	"	(Lincolnton) Female Academy	1796	*Acts* 1836, *p.* 5; Prince *p.* 955
1837	Lowndes	County Academy	1825	*Acts* 1837, *p.* 13; Cobb *p.* 1183
1833	Lumpkin xx	Dahlonega "	1832	*Acts* 1833, *p.* 3; *Acts* 1837, *p.* 11; Prince *p.* 956
1833	"	Tessentee "	1832	*Acts* 1833, *p.* 17; Prince *p.* 956
1838	Macon	Flint River "	1837	*Acts* 1838, *p.* 3; Cobb *p.* 1184
1838	"	Lanier M & F Academy	1837	*Acts* 1838, *p.* 3; Cobb *p.* 1184
1832	Marion	Bluff Spring Academy	1827	*Acts* 1832, *p.* 6; Prince *p.* 956
1834	"	Hamburg Academy	1827	*Acts* 1834, *p.* 12; Prince *p.* 956
1834	"	Camp Creek "	1827	*Acts* 1834, *p.* 12; Prince *p.* 956
1837	"	Tazewell "	1827	*Acts* 1837, *p.* 12; Cobb *p.* 1185

x Allowed participation in Academic Fund (*Laws* 1834, *p.* 145).

xx $815.00 allowed for academy building. Act 12/21/1833 incorporated Talonega Academy. In 1837, as above, there was reincorporation under the name of Dahlonega (*Acts* 1837, *p.* 11).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1832	Meriwether	Fellowship Academy	1827	*Acts* 1832, *p.* 4; Prince *p.* 958; Cobb *p.* 1186
1832	" x	Warm Spring Academy	1827	Prince *p.* 958; Cobb *p.* 1186
1834	"	Macedonia M & F Academy	1827	*Acts* 1834, *p.* 64; Prince *p.* 958; Cobb *p.* 1186
1835	"	Liberty Academy	1827	*Acts* 1835, *p.* 12; Prince *p.* 958; Cobb *p.* 1186
1836	"	Greenville Female Academy	1827	*Acts* 1835, *p.* 8; Prince *p.* 958; Cobb *p.* 1186
1836	"	Pleasant Hill Academy	1827	*Acts* 1836, *p.* 11; Prince *p.* 958; Cobb *p.* 1186
1836	"	Flat Creek Academy	1827	*Acts* 1836, *p.* 11; Prince *p.* 958; Cobb *p.* 1186
1839	"	Chappell Grove Academy	1827	*Acts* 1839, *p.* 6;
1830	Monroe	Mt. Vernon Academy	1821	*Acts* 1830, *p.* 8; Cuthbert #110, 12/23/-1830; Prince *p.* 957
1830	"	Culloden Academy	1821	*Acts* 1830, *p.* 8; Cuthbert #110, 12/23/-1830; Prince *p.* 957
1830	"	Woodlawn "	1821	*Acts* 1830, *p.* 8; Cuthbert #110, 12/20/-1830; Prince *p.* 957
1831	"	Jackson "	1821	*Acts* 1831, *p.* 4; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 957
1831	"	Jefferson "	1821	*Acts* 1831, *p.* 5; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 957
1831	"	County Line "	1821	*Acts* 1831, *p.* 5; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 957

x Sherwood II mentions Half-Acre Academy; no corroborating evidence.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1832	Monroe x	Pine Grove Grammar School	1821	*Acts* 1832, *p.* 4; 12/-22/1832; Prince *p.* 957
1833	"	Hill Academy	1821	*Acts* 1833, *p.* 24; Prince *p.* 957; *Georgia Telegraph* 11/30/1834
1833	"	Cullodenville Academy	1821	*Acts* 1833, *p.* 25; Prince *p.* 957; *Southern Recorder* 2/3/1835
1834	"	Culloden Female Academy	1821	*Acts* 1834, *p.* 4; Prince *p.* 957
1833	"	Gullettsville Academy	1821	*Acts* 1837, *p.* 5; Prince *p.* 957; *Acts* 1833, *p.* 25
1835	"	Forsyth Female Academy	1821	*Acts* 1835, *p.* 5; Prince *p.* 957
1835	"	Chapel (Chappell) Hill Academy	1821	*Acts* 1835, *p.* 5; Prince *p.* 957
1836	"	Lafayette Academy	1821	*Acts* 1836, *p.* 9; Prince *p.* 957
1836	"	Bluff Spring "	1821	*Acts* 1836, *p.* 18; Prince *p.* 957
1837	"	Farmers' "	1821	*Acts* 1837, *p.* 5; Cobb *p.* 1187
1837	"	Russelville "	1821	*Acts* 1837, *p.* 4; Cobb *p.* 1187
1838	"	Culloden M & F Academy	1821	*Acts* 1838, *p.*. 3; Cobb *p.* 1187; *Georgia Telegraph & Republic* 11/24/1846
1838	"	Rum Creek Academy	1821	*Acts* 1838, *p.* 12; Cobb *p.* 1187
1832	Morgan	Evansville Academy	1807	*Acts* 1832, *p.* 6; Prince *p.* 958
1834	"	Union "	1807	*Acts* 1834, *p.* 7; Prince *p.* 958
1834	"	Buckhead "	1807	*Acts* 1834, *p.* 18; Prince *p.* 958

x The act was repealed 12/15/1837 (*Acts* 1837, *pp.* 17 and 18).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1836	Morgan	Rehoboth Academy	1807	*Acts* 1836, *p.* 10; Prince *p.* 958; *Southern Banner* 12/24/1836
1833	Murray	County "	1826	*Acts* 1833, *p.* 17; Prince *p.* 959
1832	Muscogee x	Upatoi "	1826	*Laws* 1832, *p.* 3; Prince *p.* 960
1833	"	Jefferson "	1826	*Acts* 1833, *p.* 25; Prince *p.* 960
1835	" xx	Mt. Pleasant (Fem.) Academy	1826	*Acts* 1835, *p.* 11; Prince *p.* 960
1836	"	Summer Retreat Academy	1826	*Acts* 1836, *p.* 4; Prince *p.* 960
1837	"	Halloca Academy	1826	*Acts* 1837, *p.* 5; Cobb *p.* 1190
1837	"	Wynnton "	1826	*Acts* 1837, *p.* 6; Cobb *p.* 1190
1837	"	Princeton "	1826	*Acts* 1837, *p.* 8; Cobb *p.* 1190
1838	"	Ebenezer "	1826	*Acts* 1838, *p.* 7; Cobb *p.* 1190
1839	"	Hickory Grove Academy	1826	*Acts* 1839, *p.* 5; Cobb *p.* 1190
1830	Newton	Mt. Pleasant Academy	1821	*Acts* 1830, *pam.* 17; Prince *p.* 960
1833	"	Newton County Female Seminary	1821	*Acts* 1833, *p.* 26; Prince *p.* 960
1833	"	Yellow River Academy	1821	Prince *p.* 960;
1834	"	Georgia Conference Manual Labor School (Covington)	1821	*Acts* 1834, *p.* 150, 12/18/1834; Prince *p.* 960
1836	" xxx	Little River Academy	1821	*Acts* 1836, *p.* 10; Prince *p.* 960

x In 1838, Upatoi Academy reported to the Sen. Acad. that this academy was incorporated for Muscogee County but located a few hundred yards in Talbot County (*MS. Report*).

xx Five named Trustees appointed for this academy, who seem to have replaced those of the first incorporation (*Laws* 1840, *p.* 11).

xxx Does not share County funds.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1836	Newton	Harmony Academy	1821	*Acts* 1836, *p.* 10; Prince *p.* 960
1836	"	Hightower Trail Academy	1821	*Acts* 1836, *p.* 10; Prince *p.* 960
1837	"	Starsville Academy	1821	*Acts* 1837, *p.* 4; Cobb *p.* 1191
1837	"	Farmers' "	1821	*Acts* 1837, *p.* 4; Cobb *p.* 1191
1838	"	Rock Dale "	1821	*Acts* 1838, *p.* 3; Cobb *p.* 1191
1830	Oglethorpe	Mt. Pleasant "	1793	*Acts* 1830, *p.* 16; Cuthbert #163, *p.* 136, 12/14/1830; Prince *p.* 961
1833	"	Cherokee Corner Academy	1793	*Acts* 1833, *p.* 25; Prince *p.* 961; *Georgia Journal* 11/17/1831
1833	Paulding	Pleasant Grove Academy	1832	*Acts* 1833, *p.* 17; Prince *p.* 961
1833	" x	County Academy	1832	*Acts* 1833, *p.* 22; Prince *p.* 961
1834	"	Cedar Town "	1832	*Acts* 1834, *p.* 8; Prince *p.* 961
1836	"	Racoon Creek Academy	1832	*Acts* 1836, *p.* 18; Prince *p.* 961; Cobb *p.* 1192
1838	"	Williams Academy	1832	*Acts* 1838, *p.* 14; Cobb *p.* 1192
1834	Pike	Union "	1822	*Acts* 1834, *p.* 6; Prince *p.* 961
1836	"	Barnesville "	1822	*Acts* 1836, *p.* 17; Prince *p.* 961
1836	"	Female "	1822	*Acts* 1836, *p.* 10;
1837	"	Friendship "	1822	*Acts* 1837, *pp.* 15-16; Cobb *p.* 1193
1837	"	Red Oak "	1822	*Acts* 1837, *pp.* 15-16; Cobb *p.* 1193
1837	"	Zebulon Female Academy	1822	*Acts* 1837, *pp.* 15-16; Cobb *p.* 1193

x $815.00 allowed for academy building.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1832	Pulaski	Walnut Branch Academy	1808	*Acts* 1832, *p.* 5; Prince *p.* 962
1830	Putnam x	Jefferson Academy	1807	*Laws* 1830, *p.* 19; Cuthbert #170, 12/2/-1830; Prince *p.* 962; *Georgia Journal* 11/17/1831
1833	"	Franklin "	1807	*Acts* 1833, *p.* 17; Prince *p.* 962; *Southern Recorder* 12/23/-1834 (Reopens)
1834	"	Pace's "	1807	*Acts* 1834, *p.* 4; Prince *p.* 962
1837	"	New Salem "	1807	*Acts* 1837, *p.* 8; Cobb *p.* 1194
1837	"	Hearnsville "	1807	*Acts* 1837, *p.* 5; Cobb *p.* 1194
1837	Randolph	Randolph " (Cuthbert)	1807	*Acts* 1837, *p.* 4; Cobb *p.* 1195
1838	"	Union "	1828	*Acts* 1838, *p.* 14; Cobb *p.* 1195
1836	Richmond	Summerville Fem. Institute	1777	*Acts* 1838, *p.* 11; Prince *p.* 963; *Southern Banner* 4/4/1844
1831	Stewart	Stewart Co. Academy	1830	*Acts* 1831, *p.* 4; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 965
1836	"	Pataula M & F Academy	1830	*Acts* 1836, *p.* 18; *Acts* 1837, *p.* 17; Prince *p.* 965; Cobb *p.* 1198
1836	"	Hickory Grove Academy	1830	*Acts* 1836, *p.* 19; Prince *p.* 965
1837	"	Indian Dam Academy	1830	*Acts* 1837, *p.* 7; Cobb *p.* 1198

x Sherwood IV lists here Cedar Rock Academy.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1837	Stewart	Van Wirt Academy	1830	*Acts* 1837, *p.* 3; Cobb *p.* 1198
1837	"	Florence "	1830	*Acts* 1837, *p.* 4; Cobb *p.* 1198
1838	"	Florence Female Academy	1830	*Acts* 1838, *p.* 3; Cobb *p.* 1198
1838	"	Centerville Academy	1830	*Acts* 1838, *p.* 7; Cobb *p.* 1198
1839	"	Farmers' Academy	1830	*Acts* 1839, *p.* 6; Cobb *p.* 1198
1839	"	Pleasant Valley Academy	1830	*Acts* 1839, *p.* 6; Cobb *p.* 1198
1832	Sumter	County (Americus) Academy	1831	*Acts* 1832, *p.* 12, 12/-22/1832; *Acts* 1833, *p.* 10; *Acts* 1835, *p.* 3; Prince *p.* 965
1833	"	Pond Town Academy	1831	*Acts* 1833, *p.* 17; Prince *p.* 965
1830	Talbot	Centerville Academy	1827	*Acts* 1830, *p.* 8; Cuthbert #110, 12/23/-1830; Prince *p.* 966; *Southern Recorder* 1/15/1834
1830	" x	Talbotton Female Academy	1827	*Laws* 1830, *p.* 8; Cuthbert #110, 12/23/-1830; Prince *p.* 966; Cobb *p.* 1199
1831	" xx	Oak Ridge Academy	1827	*Laws* 1831, *p.* 14; Cuthbert #190, 12/-26/1831; *Acts* 1837, *p.* 6; Prince *p.* 966; Cobb *p.* 1199
1832	" xxx	Mt. Pleasant "	1827	*Acts* 1832, *p.* 4; Prince *p.* 966
1832	" xxxx	Jackson "	1827	*Acts* 1832, *p.* 4; Prince *p.* 966

x Became LeVert College in 1856 (*Acts* 1855-6, *p.* 280).

xx Reincorporated. *Acts* 1851-2, *p.* 329.

xxx Reincorporated 1838 as Mt. Pleasant Grove Academy (Cobb *p.* 1200; *Acts* 1838, *p.* 9).

xxxx *Acts* 1837, *p.* 6: Trustees appointed for Mt. Jackson Academy, probably the same as Jackson in 1832 (*Laws* 1837, *p.* 6).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1833	Talbot x	Union Academy	1827	*Acts* 1833, *p.* 24; Prince *p.* 966; Cobb *p.* 1199
1836	"	Valley Grove Academy	1827	*Acts* 1836, *p.* 10; Prince *p.* 966; Cobb *p.* 1199
1836	"	Planters' Academy	1827	*Acts* 1836, *p.* 10; Prince *p.* 966; Cobb *p.* 1199
1836	"	Prattsburg "	1827	*Acts* 1836, *p.* 10; Prince *p.* 966; Cobb *p.* 1199
1836	"	Marion "	1827	*Acts* 1836, *p.* 14; Prince *p.* 966; Cobb *p.* 1199
1837	"	Franklin "	1827	*Acts* 1837, *p.* 6; Cobb *p.* 1199
1838	"	Collinsworth Institute (Manual Labor School)	1827	Act passed 12/29/-1838; *Acts* 1843, *p.* 93; Cobb *p.* 1200; Changed ownership: *Georgia Telegraph* 11/-11/1851
1838	"	Belle Vue Academy	1827	*Acts* 1838, *p.* 7; Cobb *p.* 1200
1838	"	Dion "	1827	*Acts* 1838, *p.* 9; Cobb *p.* 1200
1839	"	Central "	1827	*Acts* 1839, *p.* 5; Cobb *p.* 1200
1839	"	Bower "	1827	*Acts* 1839, *p.* 4; Cobb *p.* 1200
1839	"	Farmers' "	1827	*Acts* 1839, *p.* 4; Cobb *p.* 1200
1837	Taliaferro	Raytown "	1825	*Acts* 1837, *p.* 5; Cobb *p.* 1200
1838	"	South Liberty Academy	1825	*Acts* 1838, *p.* 8; Cobb *p.* 1200

x Reincorporated 1838 (Cobb *p.* 1200; *Acts* 1838, *p.* 3); also 1836 (*Acts* 1836, *p.* 10).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1838	Taliaferro	Ebenezer Academy	1825	*Acts* 1838, *p.* 8; Cobb *p.* 1200
1838	"	Fairfield "	1825	*Acts* 1838, *p.* 10; Cobb *p.* 1200
1835	Tatnall	Erasmus Hall Academy	1801	*Acts* 1835, *p.* 12; Prince *p.* 967
1830	Thomas	Thomasville Academy	1807	*Acts* 1830, *p.* 18; Prince *p.* 968
1830	Troup x	Franklin Academy	1807	*Acts* 1830, *p.* 21; Cuthbert *p.* 161, 12/22/-1830; Prince *p.* 968
1831	"	LaGrange Female Academy	1807	Prince *p.* 968; *Acts* 1831, *p.* 4; Cuthbert *p.* 34, 12/26/1831;
1837	"	West Point Female Academy	1807	*Acts* 1837, *p.* 4; Cobb *p.* 1203
1838	"	Home "	1807	*Acts* 1838, *p.* 8; Cobb *p.* 1203
1838	"	LaGrange High School	1807	*Acts* 1838, *pp.* 140-141; Cobb *p.* 1203
1831	Twiggs xx	Stone Creek Academy	1809	*Acts* 1831, *p.* 5; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 968; *Acts* 1832, *p.* 6
1833	"	Planters' Academy	1809	*Acts* 1833, *p.* 22; Prince *p.* 968
1837	"	Pleasant Grove Academy	1809	*Acts* 1837, *p.* 8; Cobb *p.* 1204
1837	"	Union Hill Academy	1809	*Acts* 1837, *p.* 8; Cobb *p.* 1204
1838	"	Richland "	1809	*Acts* 1837, *p.* 8; *Acts* 1838, *p.* 7; Cobb *p.* 1204
1838	" xxx	Marion "	1809	*Acts* 1838, *p.* 3; Cobb *p.* 1204

x Name changed to West Point Academy in 1832 (*Acts* 1832, *p.* 204).
xx Also called Slow Creek Academy (*Laws* 1833, *p.* 32, *Appendix*).
xxx This is reincorporation of an academy first mentioned in 1817.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1833	Union x	Blairsville Academy	1832	*Acts* 1833, *p.* 7; *Acts* 1836, *p.* 10; Prince *p.* 969
1831	Upson	Lafayette "	1824	*Laws* 1831, *p.* 4; Cuthbert *p.* 34, 12/26/-1831; Prince *p.* 969; *Georgia Journal* 3/15/1832
1832	"	Thomaston M & F Academy	1824	Prince *p.* 969; *Georgia Telegraph & Republic,* 12/22/1846
1833	"	Union Academy	1824	*Acts* 1833, *p.* 17; Prince *p.* 969
1833	"	Oakchumpna "	1824	*Acts* 1833, *p.* 17; Prince *p.* 969
1833	"	Union Hill "	1824	*Acts* 1833, *p.* 22; Prince *p.* 969
1834	"	Blountsville "	1824	*Acts* 1834, *p.* 6; Prince *p.* 969
1834	Walker x	County "	1833	Prince *p.* 970; *Acts* 1835, *p.* 16
1836	"	Chattooga "	1833	*Acts* 1836, *p.* 10; Prince *p.* 970; Cobb *p.* 1205
1836	"	Pleasant Green Academy	1833	*Acts* 1836, *p.* 10; Prince *p.* 970
1837	"	Lafayette Female Academy	1833	*Acts* 1837, *p.* 8; Cobb *p.* 1205
1837	"	Valleyville "	1833	*Acts* 1837, *p.* 8; Cobb *p.* 1205
1834	Walton xx	Monroe (County) M & F Academy	1818	Act passed Dec. 22, 1834; *Acts* 1843, *p.* 86; *Southern Banner* 11/5/1835
1836	"	Centerville "	1818	*Acts* 1836, *p.* 10; Prince *p.* 970

x $815.00 allowed for academy building.

xx New Trustees named for Monroe (County) M. & F. Academy (*Acts* 1843, *p.* 87).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1837	Walton	Beaver Dam Academy	1818	*Acts* 1837, *p.* 7; Cobb *p.* 1206
1837	"	Jack's Creek Academy	1818	*Acts* 1837, *p.* 7; Cobb *p.* 1206
1837	"	Mabry's Creek Academy	1818	*Acts* 1837, *p.* 7; Cobb *p.* 1206
1837	"	Mountain Creek Academy	1818	*Acts* 1837, *p.* 7; Cobb *p.* 1206
1837	"	Pleasant Green Academy	1818	*Acts* 1837, *p.* 7, Sec. 44; Cobb *p.* 1206
1837	"	Pleasant Grove Academy	1818	*Acts* 1837, *p.* 7, Sec. 39; Cobb *p.* 1206
1837	"	Rehoboth Academy	1818	*Acts* 1837, *p.* 71; Cobb *p.* 1206
1837	"	Union Hill "	1818	*Acts* 1837, *p.* 7; Cobb *p.* 1206
1837	"	Farmer's "	1818	*MS. Ledger Records of Walton County*
1830	Warren	Claxton "	1793	*Acts* 1830, *p.* 8; Cuthbert #110, 12/20/-1830; Prince *p.* 971
1832	"	Briar Creek "	1793	*Acts* 1832, *pam.* 18; Prince *p.* 971
1833	"	Bethesda "	1793	*Laws* 1833, *p.* 17; Prince *p.* 971
1837	"	Birdsville "	1793	*Acts* 1837, *p.* 6; Cobb *p.* 1207
1830	Washington	Davisboro "	1784	*Laws* 1830, *p.* 8; Cuthbert #110, 2/23/1830; Prince *p.* 971
1832	"	Bethlehem "	1784	*Acts* 1832, *p.* 4; Prince *p.* 971
1834	"	Union Academy	1784	*Acts* 1834, *p.* 5; Prince *p.* 971

Date of 1st Record	County Name	Name of School	Date County Organized	References
1834	Washington x	Farmers' School	1784	*Acts* 1834, *p.* 7; Prince *p.* 971
1836	"	Gum Spring Academy	1784	*Acts* 1836, *p.* 11; Prince *p.* 971
1837	"	Dee's Academy	1784	*Acts* 1837, *p.* 6; Cobb *p.* 1208
1838	"	Keg Creek "	1784	*Acts* 1838, *p.* 9; Cobb *p.* 1208
1833	Wilkes	South Liberty Academy	1777	*Acts* 1833, *p.* 17; Prince *p.* 972
1837	"	Rehoboth Academy	1777	*Acts* 1837, *p.* 15; Cobb *p.* 1210
1838	"	Danburg Female Academy	1777	*Acts* 1838, *p.* 3; Cobb *p.* 1210
1838	"	Rocky Mount Academy	1777	*Acts* 1838, *p.* 8
1838	"	Washington Fem. Academy	1777	*Acts* 1838, *p.* 13; Cobb *p.* 1210; Second Annual Catalogue, 1840
1836	Wilkinson	Union Hill Academy	1803	*Acts* 1836, *p.* 10; Prince *p.* 973
1836	"	High Hill "	1803	*Acts* 1836, *p.* 10; Prince *p.* 973
1836	"	Turkey Creek Academy	1803	*Acts* 1836, *p.* 10; Prince *p.* 973
1836	"	Griffin's District Academy	1803	*Acts* 1836, *p.* 12; Prince *p.* 973
1836	"	Mt. Pleasant Academy	1803	*Acts* 1836, *p.* 12; Prince *p.* 973
1836	"	Liberty Hill Academy	1803	*Acts* 1836, *p.* 10; Prince *p.* 973
1836	"	Black Creek Academy	1803	*Acts* 1836, *p.* 10; Prince *p.* 973
1837	"	Lafayette Academy	1803	*Acts* 1837, *p.* 5; Cobb *p.* 1210

x This school commenced Jan. 2, 1833 under William Dee (*Southern Recorder* 12/27/1832).

ACADEMIES OF GEORGIA: BY DECADES
1840-1849 (62)

Date of 1st Record	County Name	Name of School	Date County Organized	References
1840	Bryan x	County Academy	1793	*Acts* 1840, *p.* 14, 12/19/1840; Cobb *p.* 1147
1842	Burke	Alexander "	1777	*Acts* 1842, Cobb *p.* 1149
1840	Butts	South River "	1825	*Acts* 1840, *p.* 12; Cobb *p.* 1149
1842	"	Jackson Female Academy	1825	*Acts* 1842, *p.* 3, 12/-27/1842; Cobb *p.* 1149
1842	"	Iron Spring M & F Academy	1825	*Acts* 1842, *p.* 3, 12/-27/1842; Cobb *p.* 1149
1845	Carroll xx	County "	1826	*Acts* 1845, *p.* 58; Cobb *p.* 1151
1841	Chattooga	Summerville Academies	1838	*Acts* 1841, *p.* 18;
1843	"	Island Town Academy	1838	*Acts* 1843, *p.* 87; Cobb *p.* 1154
1840	Cobb	Springfield Academy	1832	*Acts* 1840, *p.* 9; Cobb *p.* 1156
1840	Columbia	Amsden "	1790	*Acts* 1840, *p.* 8; Cobb *p.* 1157
1841	"	Wrightsborough Academy	1790	*Acts* 1841, *p.* 9; Cobb *p.* 1157
1843	"	Shiloah Academy	1790	*Acts* 1843, *p.* 91; Cobb *p.* 1157
1842	Crawford	Knoxville M & F Academy	1822	*Acts* 1842, *p.* 3; Cobb *p.* 1159; *Georgia Telegraph* 6/24/1856
1840	Decatur	Bainbridge Fem. Academy	1823	*Acts* 1840, *p.* 3; Cobb *p.* 1160
1842	Dade	Montpelier "	1837	*Acts* 1842, *p.* 4, 12/-27/1842; Cobb *p.* 1159
1841	Elbert	Farmers' "	1790	*Acts* 1841, *pp.* 4-5; Cobb *p.* 1163

x Reincorporated.
xx Acts to incorporate revived.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1840	Fayette x	Fayetteville Fem. Academy	1821	*Acts* 1840, *p.* 5; Cobb *p.* 1165
1840	Greene	Penfield Female Seminary	1786	*Christian Index* 1/3/-1839; *Augusta Chronicle-Sentinel* 1/14/1840
1840	Harris	Beach Spring Academy	1827	*Acts* 1840, *p.* 4; Cobb *p.* 1173
1842	"	Hamilton Female Academy	1827	*Acts* 1842, *p.* 6; Cobb *p.* 1173
1843	Houston	Republican "	1821	*Acts* 1843, *p.* 91; Cobb *p.* 1176
1842	Lee	Level Green "	1826	*Acts* 1842, *p.* 7, 12/-27/1842; Cobb *p.* 1180
1841	Macon	Macon "	1837	*Acts* 1841, *p.* 17;
1849	"	Wellington "	1837	*Acts* 1849-50, *p.* 34; Cobb *p.* 1184
1842	Marion	Farmington "	1827	*Acts* 1842, *p.* 4, 12/-27/1842; Cobb *p.* 1185
1841	Meriwether	White Sulphur Springs Academy	1827	*Acts* 1841, *p.* 12; Cobb *p.* 1186
1842	"	Warm Springs Academy	1827	*Acts* 1842, *p.* 3; Cobb *p.* 1186
1840	Monroe xx			
1841	Montgomery	County Academy	1793	*Acts* 1841, *p.* 4; Cobb *p.* 1188
1840	Murray	Sandy Spring Academy	1832	*Acts* 1840, *p.* 11; Cobb *p.* 1189
1840	"	Clear Spring Academy	1832	*Acts* 1840, *p.* 14; Cobb *p.* 1189
1841	"	Sharon Academy	1832	*Acts* 1841, *p.* 4; Cobb *p.* 1189
1840	Muscogee	Mt. Pleasant "	1826	*Acts* 1840, *p.* 11; Cobb *p.* 1190

x This was probably a co-educational school.

xx Monroe County: Sigourney Female Institute at Culloden advertised in *Southern Recorder*, 1/14/1840. Outside category of academy, noted only as additional school.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1840	Newton	Oxford Female Academy	1832	*Acts* 1840, *p.* 7; Cobb *p.* 1191
1842	Paulding	Cedar Valley "	1832	*Acts* 1842, *p.* 4, 12/-27/1842; Cobb *p.* 1192
1840	Pike	Post Oak Level Academy	1822	*Acts* 1840, *p.* 8; Cobb *p.* 1193
1841	"	Griffin M & F Academy	1822	*Acts* 1841, *p.* 6; Cobb *p.* 1193
1840	Pulaski	Mt. Horeb Grand Valley Academy	1808	*Acts* 1840, *p.* 13; Cobb *p.* 1194, 12/19/1840
1841	Randolph	Mt. Gilead Academy	1828	*Acts* 1841, *p.* 4; Cobb *p.* 1195
1841	"	Big Spring "	1828	*Acts* 1841, *p.* 7; Cobb *p.* 1195
1843	"	Eutaw "	1828	*Acts* 1843, *p.* 89; Cobb *p.* 1195
1843	"	Antioch "	1828	*Acts* 1843, *p.* 89; Cobb *p.* 1195
1843	Richmond	Spirit Creek "	1777	*Acts* 1843, *p.* 88; Cobb *p.* 1197
1842	Screven x	Paris Hill Academy	1793	*Acts* 1842, *p.* 3, 12/-27/1842; Cobb *p.* 1198
1840	Stewart	Searsville "	1830	*Acts* 1840, *p.* 15, 12/-19/1840; Cobb *p.* 1198
1840	"	Sugar Maple Grove Academy	1830	*Acts* 1840, *p.* 14, 12/-19/1840; Cobb *p.* 1198
1842	"	Lumpkin Independent Academy Company	1830	*Acts* 1842, *p.* 9, 12/-27/1842; Cobb *p.* 1198
1842	Sumter	Farmers' Academy	1831	*Acts* 1842, *p.* 5, 12/-27/1842; Cobb *p.* 1199
1843	"	Line Creek "	1831	*Acts* 1843, *p.* 76; Cobb *p.* 1199
1842	Talbot	Sweet Spring "	1827	*Acts* 1842, *p.* 3, 12/-27/1842; Cobb *p.* 1200
1843	"	Male School	1827	*Acts* 1843, *p.* 88; Cobb *p.* 1200

x Reincorporated: *Acts* 1851-2, *p.* 380.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1849	Talbot	Centerville M & F Academies	1827	*Acts* 1849-50, *pp.* 26-7, 34; Cobb *p.* 1200
1841	Telfair	Jacksonville Academy	1807	*Acts* 1841, *pp.* 4, 5; Cobb *p.* 1202;
1847	Troup x	LaGrange Female Institute	1826	*Acts* 1847, *p.* 120; Cobb *p.* 1203
1841	Upson	Pine Bowery Academy	1824	*Acts* 1841, *p.* 7; Cobb *p.* 1205
1842	"	Pine Knot Academy	1824	*Acts* 1842, *p.* 4, 12/-27/1842; Cobb *p.* 1205
1843	Wilkes xx			
1842	Walton	Monroe Female Seminary	1803	*Acts* 1842, *p.* 4, 12/-27/1842; Cobb *p.* 1206; *Athens Banner* 1/2/1845
1841	Warren	Hartville Academy	1793	*Acts* 1841, *p.* 3; Cobb *p.* 1207
1843	"	Union Hill "	1793	*Acts* 1843, *p.* 87; Cobb *p.* 1207
1843	"	Mayfield "	1793	*Acts* 1843, *p.* 88; Cobb *p.* 1207
1840	Washington	County Academy	1784	*Acts* 1840, *p.* 15; Cobb *p.* 1208
1849	Wayne	Andrew "	1803	*Acts* 1849-50, *p.* 22, 12/21/1849; Cobb *p.* 1209
1840	Wilkinson	Washington "	1803	*Acts* 1840, *p.* 13, 12/-19/1840; Cobb *p.* 1210

ACADEMIES OF GEORGIA: BY DECADES
1850-1860 (77)

1852	Baldwin	Milledgeville M & F Academy	1803	*Acts* 1851-2, *p.* 330; *Southern Recorder* 1/30/1855

x Same as LaGrange Female Academy, 1833, and LaGrange Female College 1849, White's *Hist. Coll., p.* 651 *ff.*

xx Rock Springs Academy advertises for a teacher (*News & Planters' Gazette,* 11/2/1843). There is no record of incorporation.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1860	Baldwin	Black Spring Academy	1803	*Acts* 1860, *p.* 79; also #176, *p.* 169
1852	Butts	Mt. Vernon "	1825	*Acts* 1851-2, *p.* 309, #193
1856	" x	Indian Springs M & F Academy	1825	*Acts* 1855-6, *p.* 298
1850	Camden	Center Village Academy	1777	*Acts* 1849-50, *p.* 23, 1/31/1850; Cobb *p.* 1150
1856	Campbell	Salt Springs Academy	1828	*Acts* 1855-6, *p.* 297
1850	Carroll	Carrollton Male Academy	1826	*Acts* 1849-50, *pp.* 26-7; Cobb *p.* 1151
1856	"	Carrollton M & F Seminary	1826	*Acts* 1855-6, *p.* 301
1856	Cass	Summerville M & F Academy	1838	*Acts* 1855-6, *p.* 293
1857	"	Cartersville Masonic M & F High School	1838	*Acts* 1857, *p.* 145
1856	Clay	Cotton Hill M & F Seminary	1854	*Acts* 1855-6, *p.* 296; *Atlanta Journal* 1/15/-1928
1859	Cobb	Powder Springs High School	1832	*Acts* 1859, *p.* 196, #202
1854	Columbia	Thomson M & F High Schools	1790	*Acts* 1853-4, *p.* 136
1850	Coweta	Rock Spring Academy	1826	*Acts* 1849-50, *p.* 25, 2/5/1850; Cobb *p.* 1158
1850	"	Haralson Academy	1826	*Acts* 1849-50, *p.* 25, 2/5/1850; Cobb *p.* 1158
1850	"	Longstreet "	1826	*Acts* 1849-50, *pp.* 35-6; Cobb *p.* 1158

x *Macon Telegraph*, 12/19/1848: Indian Springs Academy just completing a large academic building, which will be ready January 1849. Evidently not now incorporated.

Date of 1st Record	County Name	Name of School	Date County Organized	References
1856	Coweta	Macedonia Academy	1826	*Acts* 1855-6, *p.* 294
1852	Crawford	Hudson "	1822	*Acts* 1851-2, *p.* 381
1857	Dade	Trenton M & F Academy	1837	*Acts* 1857, *p.* 147
1852	" x	County Academy	1837	*Acts* 1851-2, *p.* 361
1852	Decatur	Attapulgas Fem. Academy	1823	*Acts* 1851-2, *p.* 329
1856	Elbert	Elberton Male Academy	1790	*Acts* 1855-6, *p.* 292
1856	Emanuel	Summersville Academy	1812	*Acts* 1855-6, *p.* 298
1859	"	Ben Hill Academy	1812	*Acts* 1859, *p.* 79
1856	Fayette	Hopewell "	1821	*Acts* 1855-6, *p.* 295
1854	Franklin	Phidelta Masonic Academy	1784	*Acts* 1853-4, *p.* 135
1852	Fulton	Male Academy of Atlanta	1853	*Acts* 1851-2, *p.* 323, 1/20/1852
1852	Gordon	Calhoun Academy	1850	*Acts* 1851-2, *p.* 364;
1850	Greene	Buena Vista "	1786	*Acts* 1849-50, *pp.* 22-3, 1/26/1850; Cobb *p.* 1168
1859	"	Union M & F "	1786	*Acts* 1859, *p.* 82, #105;
1856	Hancock xx	Island Creek "	1793	*Acts* 1855-6, *p.* 295
1859	"	Culverton "	1793	*Acts* 1859, *p.* 81, #104; *Southern Recorder* 12/11/1855
1854	Heard	Southworth M & F Academy	1830	*Acts* 1853-4, *p.* 139

x In *Acts* of 1853-4, *p.* 196, mention is made of Dale Academy, which seems to have been a misprint for *Dade* Academy.

xx Appears as Island Creek Institution in 1851 (*Southern Recorder* 11/11/1851).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1860	Henry	Bear Creek Academy	1831	*Acts* 1860, *p.* 169, #177
1852	Houston x (Peach)	Fort Valley Female Seminary	1821	*Acts* 1851-2, *p.* 326
1856	"	Sandy Run Academy	1821	*Acts* 1855-6, *p.* 296
1854	Jasper	Walker's "	1807	*Acts* 1853-4, *p.* 139
1854	Jones	Mt. Lebanon "	1807	*Acts* 1853-4, *p.* 196
1850	Lincoln	New Hope "	1796	*Acts* 1849-50, *p.* 72
1850	Lumpkin	Dahlonega M & F Academy	1832	*Acts* 1849-50, *p.* 26; Cobb *p.* 1183
1850	Macon	Marshallville Academy	1837	*Acts* 1849-50, *p.* 25, 1/17/1850; Cobb *p.* 1184
1850	"	Union Academy	1837	*Acts* 1849-50, *p.* 33; Cobb *p.* 1184
1860	"	Oglethorpe "	1837	*Acts* 1860, *p.* 171, #179
1850	Marion	Searsville "	1827	*Acts* 1849-50, *pp.* 27-8; Cobb *p.* 1185
1856	"	County Line Academy	1827	*Acts* 1855-6, *p.* 292;
1854	Monroe	Union Academy	1821	*Acts* 1853-4, *p.* 141;
1854	"	Monroe County Male Academy	1821	*Acts* 1853-4, *p.* 142;
1850	Morgan	Mallorysville "	1807	*Acts* 1849-50, *p.* 32; Cobb *p.* 1189
1850	"	Wellington "	1807	*Acts* 1849-50, *p.* 35-6; Cobb *p.* 1189
1850	Murray	Spring Place "	1832	*Acts* 1849-50, *p.* 33; Cobb *p.* 1189
1852	"	Mt. Zion "	1832	*Acts* 1851-2, *p.* 326

x Hickory Grove, Houston County, wanted a classical teacher (*Daily Federal Union*, 11/6/1859).

Date of 1st Record	County Name	Name of School	Date County Organized	References
1852	Murray	Snake Creek Academy	1832	*Acts* 1851-2, *p.* 373
1852	Newton	Dried Indian Mountain Academy	1821	*Acts* 1851-2, *p.* 378
1852	"	Emory "	1821	*Acts* 1851-2, *p.* 366
1854	"	Flint Hill "	1821	*Acts* 1853-4, *p.* 122
1860	"	Oxford Female Academy	1821	*Acts* 1860, *p.* 75, #85
1860	Paulding	Dallas M & F Academy	1832	*Acts* 1860, *p.* 170, #178
1860	Pierce	Blackshear Academy	1857	*Acts* 1860, *p.* 168
1852	Pike	Barnesville M & F High School	1822	*Acts* 1851-2, *p.* 325
1852	Pulaski	Hawkinsville Academy	1808	*Acts* 1851-2, *p.* 326
	Putnam x			
1854	Rabun	Clayton Academy	1819	*Acts* 1853-4, *p.* 220, #178
1852	Randolph	Planters' "	1828	*Acts* 1851-2, *p.* 372
1854	"	Union "	1828	*Acts* 1853-4, *p.* 141
1852	Richmond	Brothersville "	1777	*Acts* 1851-2, *p.* 365
1860	"	Hepzibah High School	1777	*Acts* 1860, *p.* 172
1852	Screven	Bascom Academy	1793	*Acts* 1851-2, *p.* 379
1858	Thomas	Union "	1825	*Acts* 1858, *p.* 116, #115
1854	Twiggs	Friendship "	1809	*Acts* 1853-4, *p.* 144
1852	Upson xx	Flint River "	1824	*Acts* 1851-2, *p.* 323

x Putnam County: Phoenix Academy, near Eatonton, resumes operation (*Southern Recorder*, 1/12/1858). Phoenix Academy advertises for teachers (Milledgeville *Daily Federal Union* 11/3/1859). Sherwood in 1860 mentions Turnwold Academy in this county.

xx Oak Grove Academy, 1859. Recorded by Nottingham & Hannah: *Early History of Upson County*, Chap. XII, *p.* 603 *ff.*

Date of 1st Record	County Name	Name of School	Date County Organized	References
1850	Walker	Lafayette Fem. Academy	1833	*Acts* 1849-50, *p.* 30; Cobb *p.* 1205
1852	"	Stevens Spring Academy	1833	*Acts* 1851-2, *p.* 373
1854	"	Villanow Academy	1833	*Acts* 1853-4, *p.* 220, #178
1860	Walton	Mt. Vernon "	1803	*Acts* 1860, *p.* 75, #86
1852	Whitefield	Dalton "	1851	*Acts* 1851-2, *p.* 364
1856	Wilkes	Washington Female Seminary	1818	*Acts* 1855-6, *p.* 330
1856	Wilkinson	Cool Spring Academy	1803	*Acts* 1855-6, *p.* 296
1850	"	Harrison Academy	1803	*Acts* 1849-50, *p.* 28; Cobb *p.* 1210
1850	"	Shady Grove "	1803	*Acts* 1849-50, *pp.* 33-4; Cobb *p.* 1210

II. Academies Chartered—by Counties—1783-1860 (x)

Year	County Name	Name of Academy	Number Chartered
1825	Appling	County Academy	1
1828	Baker	Byron "	
1837	"	Albany "	
1839	"	Paris "	3
1807	Baldwin	County "	
1822	"	County "	
1826	"	Lonicera "	
1826	"	Corinth "	
1831	"	Scottsboro Male Academy	
1833	"	Midway M & F Academy	
1836	"	Philadelphia "	
1852	"	Milledgeville M & F Academy	
1860	"	Black Spring Academy	9

(x) NOTE: References for any academy included here may be found in the lists of academies preceding this, given year by year (*Appendix* II—I).

Year	County Name	Name of Academy	Number Chartered
1826	Bibb	Lake Academy	
1826	"	Washington "	
1832	"	County "	
1832	"	Union "	
1834	"	Bibb "	
1834	"	Marion "	
1836	"	Vineville "	
1837	"	Warrior "	
1837	"	Rutland "	9
1794	Bryan	County "	
1822	"	County "	
1840	"	County "	3
1822	Bulloch	County "	1
1783	Burke	County "	
1833	"	Pleasant Grove Academy	
1834	"	Bark Camp Academy	
1842	"	Alexander "	4
1826	Butts	County "	
1832	"	Cool Spring "	
1836	"	Jackson "	
1840	"	South River "	
1842	"	Jackson Female Academy	
1842	"	Iron Spring Academy	
1852	"	Mt. Vernon "	
1856	"	Indian Springs M & F Academy	8
1784	Camden	County "	
1832	"	Manual Labor School	
1837	"	Centerville Academy	
1837	"	Jefferson "	
1839	"	St. Mary's "	
1850	"	Center Village "	6
1829	Campbell	Campbellton "	
1856	"	Salt Springs "	2
1829	Carroll	Carrollton "	
1831	"	Lyceum "	
1835	"	Villa Rica "	
1837	"	Union "	
1838	"	Liberty Plains "	
1845	"	County "	
1850	"	Carrollton Male Academy	
1856	"	Carrollton M & F "	8
1833	Cass	Cassville Academy	
1856	"	Summerville M & F Academy	
1857	"	Cartersville Masonic Male & Female High School	3

Year	County Name	Name of Academy	Number Chartered
1788	Chatham	County Academy	
1788	"	Bethesda Orphan House	2
1839	Chattooga	Summerville Academy	
1841	"	Summerville Academies	
1843	"	Island Town Academy	3
1833	Cherokee	Etowah "	
1838	"	Hickory "	2
1801	Clarke	County "	
1821	"	Salem "	
1823	"	County "	
1829	"	Athens Female "	
1836	"	Watkinsville Female Academy	
1837	"	Farmers' Academy	6
1856	Clay	Cotton Hill M & F Academy	1
1833	Cobb	Cobb Academy	
1840	"	Springfield "	
1859	"	Powder Springs High School	3
1794	Columbia	County Academy	
1825	"	White Oak "	
1825	"	Franklin "	
1831	"	Oak Hill "	
1835	"	Wrightsboro "	
1836	"	Rosseau Springs Academy	
1837	"	Red Oak Academy	
1837	"	Citizens "	
1838	"	Kiokee "	
1838	"	County Line "	
1839	"	Appling Female Academy	
1840	"	Amsden Academy	
1841	"	Wrightsborough "	
1843	"	Shiloah "	
1854	"	Thomson M & F High School	15
1828	Coweta	Coweta Academy	
1836	"	Newnan Female Academy	
1837	"	Mt. Bethel Academy	
1838	"	Edisco "	
1838	"	Newnan Male "	
1850	"	Rock Spring "	
1850	"	Haralson "	
1850	"	Longstreet "	
1856	"	Macedonia "	9

Year	County Name	Name of Academy	Number Chartered
1825	Crawford	Knoxville Academy	
1832	"	Mt. Carmel "	
1836	"	Clayton "	
1836	"	Hopewell "	
1837	"	Union "	
1838	"	County Line "	
1842	"	Knoxville M & F Academy	
1852	"	Hudson Academy	8
1838	Dade	Dade County "	
1842	"	Montpelier "	
1852	"	County "	
1857	"	Trenton M & F Academy	4
1829	Decatur	County Academy	
1836	"	Pleasant Grove "	
1840	"	Bainbridge Female Academy	
1852	"	Attapulgas Female "	4
1825	DeKalb	County Academy	
1836	"	Summerville "	
1838	"	Stone Mountain Academy	3
1825	Dooly	County Academy	
1836	"	Rest "	
1838	"	Bristol M & F "	3
1827	Early	Blakely "	
1828	"	Smithville "	
1831	"	Ft. Gaines "	
1838	"	Ft. Gaines Female Institute	4
1796	Effingham	County Academy	
1809	"	Ebenezer "	2
1810	Elbert	County Academy	
1823	"	Philomathia "	
1823	"	County "	
1823	"	Eudisco "	
1826	"	Elberton Fem. "	
1841	"	Farmers' "	
1856	"	Elbert Male "	7
1824	Emanuel	County "	
1856	"	Summersville "	
1859	"	Ben Hill "	3
1824	Fayette	County "	
1840	"	Fayetteville Female Academy	
1856	"	Hopewell Academy	3

Year	County Name	Name of Academy	Number Chartered
1833	Floyd	County Academy	
1836	"	Chattooga "	
1837	"	Rome "	
1837	"	Van's Valley "	
1838	"	Silver Creek "	
1839	"	Manual Labor School	6
1833	Forsyth	County Academy	
1834	"	Jackson "	2
1794	Franklin	County "	
1824	"	County "	
1854	"	Phidelta Male "	3
1852	Fulton	Male Academy of Atlanta	1
1833	Gilmer	County Academy	1
1852	Gordon	Calhoun "	1
1786	Greene	County "	
1803	"	County "	
1826	"	Brockman United Academy	
1827	"	Lafayette Hall "	
1831	"	Thornton "	
1834	"	White Plains "	
1840	"	Penfield Female Seminary	
1850	"	Buena Vista Academy	
1859	"	Union M & F "	9
1788	Glynn	County "	
1821	"	County "	
1838	"	Brunswick "	3
1821	Gwinnett	County "	
1824	"	Lawrenceville "	
1827	"	Washington "	
1835	"	Manual Labor School	
1837	"	Female Seminary	
1838	"	Center Academy	6
1821	Habersham	County "	
1824	"	Clarksville "	2
1821	Hall	County "	
1836	"	Hall County Female Academy	2
1794	Hancock	County Academy	
1815	"	Powelton "	
1818	"	Sparta "	
1823	"	Mt. Zion "	
1832	"	Farmers' "	
1832	"	Sparta Fem. "	

Year	County Name	Name of Academy	Number Chartered
1838	Hancock	County Line Academy	
1856	"	Island Creek "	
1859	"	Culverton "	9
1828	Harris	Hamilton "	
1830	"	Jackson "	
1830	"	Jenkins "	
1832	"	Union Hill "	
1834	"	Prospect "	
1835	"	Republican "	
1837	"	Mt. Airy "	
1838	"	Shoal "	
1840	"	Beach Spring "	
1842	"	Hamilton Female Academy	10
1831	Heard	Franklin Academy	
1832	"	County "	
1832	"	Corinth "	
1837	"	Bethel "	
1854	"	Southworth M & F Academy	5
1824	Henry	County Academy	
1827	"	Pleasant Grove "	
1831	"	Harmony "	
1832	"	Jackson "	
1837	"	Mt. Pleasant "	
1860	"	Bear Creek "	6
1824	Houston	County "	
1828	"	Flint River "	
1832	"	Ocmulgee "	
1833	"	Warren "	
1836	"	Ft. Valley "	
1837	"	Poplar Spring "	
1837	"	Manual Labor School	
1838	"	Haynesville Academy	
1838	"	Minerva "	
1839	"	Linwood "	
1843	"	Republican "	
1852	"	Ft. Valley Female Seminary	
1856	"	Sandy Run Academy	13
1823	Irwin	County "	1
1824	Jackson	Harmony Grove Academy	
1830	"	Columbiana Academy	
1834	"	Prospect "	3
1815	Jasper	Monticello "	
1818	"	Hillsborough "	
1818	"	Sardis "	
1821	"	Hebron "	
1824	"	County "	
1824	"	Huntsville "	

Year	County Name	Name of Academy	Number Chartered
1825	Jasper	Monticello Female Academy	
1826	"	Constitutional Hall "	
1830	"	Monticello Union "	
1833	"	Shady Dale Academy	
1834	"	Pleasant Valley Academy	
1836	"	Palmyra Academy	
1837	"	Planters' "	
1854	"	Walkers' "	14
1796	Jefferson	County "	1
1821	Jones	Clinton "	
1822	"	Fortville "	
1822	"	Farmers' "	
1826	"	Flat Shoal "	
1833	"	Union Hill M & F Academy	
1834	"	Blountsville Academy	
1854	"	Mt. Lebanon "	7
1819	Laurens	County "	
1833	"	Buckeye "	
1835	"	Dublin "	
1836	"	Troup "	
1838	"	Laurens Hill "	5
1829	Lee	County "	
1833	"	Starkville "	
1837	"	Palmyra "	
1842	"	Level Green "	4
1788	Liberty	County "	
1823	"	Walthoursville "	
1833	"	Taylor's Creek Union Academy	
1834	"	Walthoursville Union Institute	
1835	"	Tranquil Institute	
1838	"	Malmaison Academy	
1839	"	Hinesville "	7
1820	Lincoln	Lincolnton "	
1824	"	Goshen "	
1825	"	Double Branch "	
1835	"	Salem "	
1836	"	Female "	
1850	"	New Hope "	6
1837	Lowndes	County "	1
1833	Lumpkin	Dahlonega "	
1833	"	Tessentee "	
1850	"	Dahlonega M & F Academy	3
1838	Macon	Flint River Academy	
1838	"	Lanier M & F "	

Year	County Name	Name of Academy	Number Chartered
1841	Macon	Macon Academy	
1849	"	Wellington "	
1850	"	Union "	
1850	"	Marshallville "	
1860	"	Oglethorpe "	7
1823	Madison	County M & F "	1
1828	Marion	County "	
1832	"	Bluff Springs "	
1834	"	Hamburg "	
1834	"	Camp Creek "	
1837	"	Tazewell "	
1842	"	Farmington "	
1850	"	Searsville "	
1856	"	County Line "	8
1794	McIntosh	County "	
1822	"	County "	2
1828	Meriwether	County "	
1832	"	Fellowship "	
1832	"	Warm Spring "	
1834	"	Macedonia M & F Academy	
1835	"	Liberty Academy	
1836	"	Greenville Female Academy	
1836	"	Pleasant Hill Academy	
1836	"	Flat Creek "	
1839	"	Chappell Grove Academy	
1841	"	White Sulphur Springs Academy	
1841	"	Warm Springs Academy	11
1824	Monroe	Forsyth Academy	
1826	"	Towaliga "	
1827	"	Rock Spring "	
1827	"	Cicero "	
1828	"	Concord "	
1828	"	Hebron "	
1829	"	Redlick "	
1830	"	Mt. Vernon "	
1830	"	Culloden "	
1830	"	Woodlawn "	
1831	"	Jackson "	
1831	"	Jefferson "	
1831	"	County Line "	
1832	"	Pine Grove Grammar School	
1833	"	Cullodensville M & F Academies	
1833	"	Gullettsville Academy	
1833	"	Hill "	
1834	"	Culloden Fem. "	
1835	"	Forsyth Fem. "	
1835	"	Chapel Hill "	
1836	"	Bluff Spring "	

Year	County Name	Name of Academy	Number Chartered
1836	Monroe	Lafayette Academy	
1837	"	Farmers' "	
1837	"	Russelville "	
1838	"	Culloden M & F Academy	
1838	"	Rum Creek Academy	
1854	"	Monroe Co. Male Academy	
1854	"	Union Academy	28
1794	Montgomery	County "	
1841	"	County "	2
1810	Morgan	County "	
1823	"	Madison "	
1826	"	Oak Grove "	
1832	"	Evansville "	
1834	"	Union "	
1834	"	Buckhead "	
1836	"	Rehoboth "	
1850	"	Mallorysville "	
1850	"	Wellington "	9
1833	Murray	County "	
1840	"	Sandy Spring "	
1840	"	Clear Spring "	
1841	"	Sharon "	
1850	"	Spring Place "	
1852	"	Mt. Zion "	
1852	"	Snake Creek "	7
1828	Muscogee	County "	
1832	"	Upatoi "	
1833	"	Jefferson "	
1835	"	Mt. Pleasant Female Academy	
1836	"	Summer Retreat Academy	
1837	"	Halloca Academy	
1837	"	Wynnton "	
1837	"	Princeton "	
1838	"	Ebenezer "	
1839	"	Hickory Grove "	
1840	"	Mt. Pleasant "	11
1820	Newton	Prospect "	
1822	"	Newton County Academy	
1823	"	Leakesville Academy	
1826	"	Arthur "	
1826	"	Jefferson "	
1830	"	Mt. Pleasant "	
1833	"	Newton Co. Female Academy	
1833	"	Yellow River Academy	
1834	"	Georgia Conference Manual Labor School	
1836	"	Little River Academy	
1836	"	Harmony "	

Year	County Name	Name of Academy	Number Chartered
1836	Newton	Hightower Trail Academy	
1837	"	Starsville Academy	
1837	"	Farmers' "	
1838	"	Rock Dale "	
1840	"	Oxford Fem. "	
1852	"	Dried Indian Mountain Academy	
1852	"	Emory Academy	
1854	"	Flint Hill "	
1860	"	Oxford Fem. "	20
1793	Oglethorpe	County Academy	
1807	"	Meson "	
1820	"	Prospect "	
1821	"	Herman "	
1826	"	Arthur "	
1830	"	Mt. Pleasant "	
1833	"	Cherokee Corner Academy	7
1833	Paulding	Pleasant Grove "	
1833	"	County Academy	
1834	"	Cedar Town "	
1836	"	Racoon Creek "	
1838	"	Williams "	
1842	"	Cedar Valley "	
1860	"	Dallas M & F "	7
1860	Pierce	Blackshear "	1
1825	Pike	Zebulon "	
1834	"	Union "	
1836	"	Barnesville "	
1836	"	Female "	
1837	"	Friendship "	
1837	"	Red Oak "	
1837	"	Zebulon Fem. "	
1840	"	Post Oak Level Academy	
1841	"	Griffin M & F Academy	
1852	"	Barnesville M & F High School	10
1809	Putnam	County Academy	
1816	"	Eatonton "	
1821	"	Union "	
1823	"	Harmony "	
1830	"	Jefferson "	
1833	"	Franklin "	
1834	"	Pace's "	
1837	"	New Salem "	
1837	"	Hearnsville "	9
1821	Pulaski	County "	
1832	"	Walnut Branch Academy	
1840	"	Mt. Horeb Grand Valley Academy	3

Year	County Name	Name of Academy	Number Chartered
1821	Rabun	County Academy	
1854	"	Clayton "	2
1829	Randolph	Randolph "	
1837	"		
	(Randolph)	Cuthbert "	
1838	"	Union "	
1841	"	Mt. Gilead "	
1841	"	Big Spring "	
1843	"	Eutaw "	
1843	"	Antioch "	
1852	"	Planters' "	
1854	"	Union "	9
1783	Richmond	County "	
1810	"	Mt. Enon "	
1836	"	Summerville Female Institute	
1843	"	Spirit Creek Academy	
1852	"	Brothersville "	
1860	"	Hepzibah High School	6
1794	Screven	County Academy	
1828	"	County "	
1842	"	Paris Hill "	
1852	"	Bascom "	4
1831	Stewart	Stewart County Academy	
1836	"	Pataula M & F "	
1836	"	Hickory Grove "	
1837	"	Indian Dam "	
1837	"	Van Wirt Academy	
1837	"	Florence "	
1838	"	Florence Fem. "	
1838	"	Centerville "	
1839	"	Farmers' "	
1839	"	Pleasant Valley Academy	
1840	"	Searsville Academy	
1840	"	Sugar Maple Grove Academy	
1842	"	Lumpkin Independent Academy Company	13
1832	Sumter	County Academy	
1833	"	Pond Town "	
1842	"	Farmers' "	
1843	"	Line Creek "	4
1828	Talbot	Washington "	
1830	"	Centerville "	
1830	"	Talbotton Female Academy	
1831	"	Oak Ridge "	
1832	"	Mt. Pleasant "	
1832	"	Jackson "	
1833	"	Union "	

Year	County Name	Name of Academy	Number Chartered
1836	Talbot	Valley Grove Academy	
1836	"	Planters' "	
1836	"	Prattsburg "	
1836	"	Marion "	
1837	"	Franklin "	
1838	"	Collinsworth Institute (Manual Labor School)	
1838	"	Belle Vue Academy	
1838	"	Dion "	
1839	"	Central "	
1839	"	Bower "	
1839	"	Farmers' "	
1842	"	Sweet Spring "	
1843	"	Male School "	
1849	"	Centerville M & F Academy	21
1826	Taliaferro	Crawfordsville Academy	
1837	"	Raytown "	
1838	"	South Liberty "	
1838	"	Ebenezer "	
1838	"	Fairfield "	5
1810	Tatnall	County "	
1835	"	Erasmus Hall "	2
1823	Telfair	County "	
1841	"	Jacksonville "	2
1830	Thomas	Thomasville "	
1858	"	Union "	2
1827	Troup	County "	
1829	"	Vernon "	
1830	"	Franklin "	
1831	"	LaGrange Female Academy	
1837	"	West Point Female Academy	
1838	"	Home Academy	
1838	"	LaGrange High School	
1847	"	LaGrange Female Institute	8
1816	Twiggs	County Academy	
1817	"	Marion "	
1819	"	Ocmulgee "	
1828	"	Jefferson "	
1831	"	Stone Creek "	
1833	"	Planters' "	
1837	"	Pleasant Grove Academy	
1837	"	Union Hill Academy	
1838	"	Richland "	
1838	"	Marion "	
1854	"	Friendship "	11
1833	Union	Blairsville "	1

Year	County Name	Name of Academy	Number Chartered
1825	Upson	Thomaston Academy	
1826	"	Franklin "	
1831	"	Lafayette "	
1832	"	Thomaston M & F Academy	
1833	"	Union Academy	
1833	"	Oakchumpna "	
1833	"	Union Hill "	
1834	"	Blountsville "	
1841	"	Pine Bowery "	
1842	"	Pine Knot "	
1852	"	Flint River "	11
1835	Walker	County "	
1836	"	Chattooga "	
1836	"	Pleasant Green "	
1837	"	Lafayette Female Academy	
1837	"	Valleyville Academy	
1850	"	Lafayette Female Academy	
1852	"	Stevens Spring Academy	
1854	"	Villanow Academy	8
1821	Walton	County "	
1828	"	Social Circle "	
1834	"	Monroe (Co.) M & F Academy	
1836	"	Centerville Academy	
1837	"	Beaver Dam "	
1837	"	Jack's Creek "	
1837	"	Mabry's Creek "	
1837	"	Mountain Creek Academy	
1837	"	Pleasant Green "	
1837	"	Pleasant Grove "	
1837	"	Rehoboth Academy	
1837	"	Union Hill "	
1837	"	Farmers' "	
1842	"	Monroe Female Seminary	
1860	"	Mt. Vernon Academy	15
1800	Warren	County "	
1821	"	County "	
1826	"	Monaghan "	
1827	"	Amsden "	
1827	"	Locust Grove "	
1830	"	Claxton "	
1832	"	Briar Creek "	
1833	"	Bethesda "	
1837	"	Birdsville "	
1841	"	Hartsville "	
1843	"	Union Hill "	
1843	"	Mayfield "	12
1784	Washington	County "	
1819	"	County "	
1830	"	Davisboro "	

Year	County Name	Name of Academy	Number Chartered
1832	Washington	Bethlehem Academy	
1834	"	Union "	
1834	"	Farmers' School	
1836	"	Gum Spring Academy	
1837	"	Dee's "	
1838	"	Keg's Creek "	
1840	"	County "	10
1824	Wayne	Mineral Springs Academy	
1849	"	Andrew Academy	2
1852	Whitefield	Dalton "	1
1783	Wilkes	County "	
1821	"	Mallorysville "	
1833	"	South Liberty "	
1837	"	Rehoboth "	
1838	"	Danburg Fem. "	
1838	"	Rocky Mount "	
1838	"	Washington Female Academy	
1856	"	Washington Female Seminary	8
1824	Wilkinson	County Academy	
1836	"	Union Hill "	
1836	"	High Hill "	
1836	"	Turkey Creek "	
1836	"	Griffin's District Academy	
1836	"	Mt. Pleasant Academy	
1836	"	Liberty Hill "	
1836	"	Black Creek "	
1837	"	Lafayette "	
1840	"	Washington "	
1850	"	Harrison "	13
1850	"	Shady Grove "	
1856	"	Cool Spring "	
		TOTAL	583 academies

III. Academy Reports to Senatus Academicus

(*Acts of Assembly*, 1832)

Report Joint Commission on Public Education and Free Schools on returns made to Senatus Academicus Re: Condition of Academies

County	Name of Academy	Branches Taught	Students M	T	F	Receipts	Remarks and source of money
Appling x	—	—	—			—	—
Baker x	—	—	—			—	—
Baldwin	Scottsboro Male Academy	English, Classics	82			None	Inc. 1831; Drawn nothing
Bibb	Washington Academy	Higher Branches	15		13	$220.00	Rec'd 1830, Nothing 1831
Bibb	Lake Academy	"	—			—	—
Bulloch x	—	—	—			—	—
Bryan	—	—	—			3466.00	Nothing spent by Trustees
Burke	County Academy	English	21		15	788.06¼ 592.60	1831-32, Treasurer died
Butts	Jackson Academy	Higher Branches	31		17	432.12½	Has balance, no vouchers for expenditures
Camden	County Academy	Higher Branches		35		1693.33	Due from 1827-1832
Campbell	Campbellton Academy	English	34		15	220.00	—
Carroll	Carrollton Academy	English	25		15	764.30	1830, '31 & '32
Carroll	Lyceum Academy	Higher Branches		30			—
Chatham	County Academy	—		200		2465.10	—
Cherokee x	—	—	—			—	—
Clarke	Salem Academy	—	43		32	110.00	Probably higher branches

(x—no reports, though listing of the County indicates existence of at least one Academy.)

County	Name of Academy	Branches Taught	Students M	T	F	Receipts	Remarks and source of money
Clarke	County Academy	Higher Branches	20		15	367.87½	—
Columbia	County Academy	Higher Branches		42		940.05	—
Columbia	Oak Hill Academy	Higher Branches		44		—	No funds ret.
Coweta	Newnan Academy	—		50		648.48	—
Crawford x	—	—	—			—	—
Decatur	—	—	—			764.30	Academy bldg. not complete
DeKalb	County Academy	Higher Branches	38		26	256.39	Money well spended
Dooly x	—	—	—			—	—
Early	Ft. Gaines Academy	English	15		10	—	No account of money
Early	Smithville Academy	—	—			—	No account of this inst.
Early	Blakely Academy	English	32		6	272.15	—
Effingham	County Academy	Higher Branches	40		8	3302.00	—
Elbert	Male Academy	Higher Branches		34		272.15	Flourishing
Elbert	Female Academy	Various	—			—	No account of receipts
Emanuel x	—	—	—			—	—
Fayette	County Academy	English	21		12	1267.05	—
Franklin x	—	—	—			—	—
Glynn x	—	—	—			—	—
Greene	County Academy	Higher Branches	35		41	1530.88	No Poor School Fund children
Gwinnett	Lawrenceville Academy	Higher Branches	68		33	110.00	Deficit 58¢

(See note x—first page of table.)

County	Name of Academy	Branches Taught	Students M	T	F	Receipts	Remarks and source of money
Habersham x	—	—	—			—	—
Hall	County Academy	Higher Branches	21		15	220.00	—
Hancock	Powelton Academy	Higher Branches	33		22	—	No money received
Hancock	Mt. Zion Academy	Higher Branches		101		—	No money received
Hancock	Sparta Academy	Higher Branches		70		—	No information
Harris	Hamilton Academy	—	—			590.00	No return scholars
Heard	Franklin Academy	—		220		220.00	In debt $480.
Henry	County Academy	Higher Branches	42		45	1169.99	—
Houston	Flint River Academy	English		32		145.00	—
Jasper	Monticello Union Academy	Higher Branches		45		—	Rec'd nothing from state
Jasper	Hillsboro Academy	Higher Branches	37		44	—	Money due Trustees
Jasper	Constitution Hall Academy	Higher Branches		47		—	Inst. in debt
Jackson	County Academy	English		58		924.33⅓	Both M. & Fem.
Jackson	Columbiana Academy	Higher Branches	29		10	220.00	—
Jefferson	County Academy	—	—			381.50	—
Jones	Clinton Academy	Higher Branches	39		44	681.65¾	—
Laurens	—	—		28		702.02	—
Lincoln	Double Branch Academy	English	34		17	—	—

(See note x—first page of table.)

County	Name of Academy	Branches Taught	Students M	T	F	Receipts	Remarks and source of money
Lincoln	Goshen Academy	English	25		15	298.32	Flourishing
Lincoln	Lincolnton Academy	Higher Branches	22		12	1595.74½	—
Liberty	Walthoursville Academy	Higher Branches	45		24	220.00	—
Liberty	Sunbury Academy	Higher Branches		35		110.00	Flourishing, intend to erect Fem. Academy
Lee x	—	—	—			—	—
Lowndes x	—	—	—			—	—
Madison	County Academy	Higher Branches	25		12	220.00	—
McIntosh	County Academy	Higher Branches	28		31	4242.79	—
Meriwether	County Academy	—		35		890.95	Loaned at int.
Monroe	Cicero Academy	English	28		14	110.45½	Loaned at int.
Monroe	Forsyth Academy	English		45		—	No receipts or expenditures
Monroe	County Line Academy	Higher Branches		59		—	Has received no aid.
Monroe	Jackson Academy	Higher Branches	30		11	—	Has received no aid.
Monroe	Woodlawn Academy	Higher Branches	21		21	—	Has received no aid.
Morgan	Madison Academy	Higher Branches	49		40	279.89	Received $220. of A. Fund
Muscogee	Male & Fem. Academy	Higher Branches	82		9	220.00	—
Newton	County Academy	Higher Branches	71		52	2105.97	—
Oglethorpe	Meson Academy	Higher Branches	36		21	634.00	Flourishing
Pulaski x	—	—	—			—	—

(See note x—first page of table.)

County	Name of Academy	Branches Taught	Students M	T	F	Receipts	Remarks and source of money
Pike	Zebulon Academy	Higher Branches			50	—	—
Putnam	Eatonton Academy	Higher Branches	40		40	150.00	—
Putnam	Jefferson Academy	Higher Branches		49		90.00	No remarks *re* branches
Richmond	County Academy	Higher Branches		197		3370.00	Deficit
Rabun x	—	—	—			—	—
Randolph x	—	—	—			—	—
Screven	County Academy	—	—			2480.99	Money at int.
Stewart x	—	—	—			—	—
Sumter x	—	—	—			—	—
Talbot	Oak Ridge Academy	Higher Branches	25		15	—	Nothing rec'd except tuition money
Talbot	Centerville Academy	—	24		20	—	Nothing reported by Trustees
Talbot	Washington Academy	Higher Branches	50		41	1040.04	Highly prosperous
Tatnall x	—	—	—			—	Funds to PSF
Telfair	Telfair Academy	—	—			189.11	—
Taliaferro	Crawfordsville Academy	Higher Branches	63		37	690.93¾	—
Thomas	Thomasville Academy	Higher Branches	30		12	2044.50	Have $700. on loan
Troup	Franklin Academy	—	13		10	208.25	—
Twiggs	Marion Academy	Higher Branches		30		—	—
Twiggs	Jefferson Academy	Higher Branches		84			1832 No funds received

(See note x—first page of table.)

County	Name of Academy	Branches Taught	Students M	T	F	Receipts	Remarks and source of money
Twiggs	Stone Creek Academy	—		46		—	Edifice—Private Subscription
Twiggs	Ocmulgee Academy	Higher English	33		22	13.25	Private aid to enlarge bldg.
Upson	Thomaston Academy	—		57		—	—
Upson	Lafayette Academy	—	20		12	—	No branches literature
Upson	Franklin Academy	English	24		18	—	—
Walton	County Academy	Higher Branches	25		25	—	Flourishing
Walton	Social Circle Academy	English	35		35	—	—
Ware x	—	—	—			—	—
Warren	Locust Grove Academy	Higher Branches	50		28	—	No application dividends in two years
Warren	Warrenton Academy	English in all its branches	34		46	111.49	—
Warren	Monaghan Academy	—	34		13	69.45¼	No studies given in report
Wayne x	Mineral Springs Academy	—	—			—	—
Washington	Davisboro Academy	Higher Branches	18		12	—	No financial report
Washington	County Academy	English		38		220.00	—
Wilkes	Mallorysville Academy	Higher Branches	42		13	63.50	—
Wilkes	Washington Academy	Higher Branches	39		31	156.45¼	—

(See note x—first page of table.)

Wilkinson	County Academy	—	—	—	No school this year

Summary:

108 entries; but some (30) Counties had 2 academies or more.
88 academies in operation in 78 counties.
4,613 students: Males and Females cannot be determined because of the manner in which enrollment figures are given.
(1832—there were 90 counties.)
69 academies reported studies as follows:

English and Classics	1
English in all its branches	1
Higher English	1
Higher Branches	50
English	15
Various	1
	69

Report of Commission from Academy Returns

1833

(Acts of the General Assembly of the State of Georgia, *Appendix pp.* 27-32.)

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Appling					
Baker					
Baldwin					
Bibb	Lake Academy	Higher Branches			30
Bryan					
Bulloch	County "				
Burke	Waynesborough Academy	Higher Branches	19	10	29
Butts	Jackson Academy	Higher Branches	15	6	21
Butts	Cool Spring "	Various	22	31	53
Camden	County "	Higher Branches	6	7	13
Campbell	County "	Various	38	36	74
Carroll	County "				
Cass					
Chatham	County "	Various			230
Chatham	Savannah Free School	English	33	57	90
Cherokee					
Clark	County Academy	Higher Branches	22	25	47
Clark	Salem "	—	28	22	50
Cobb					
Columbia	County "	Higher Branches			54

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Columbia	Oak Hill Academy	Higher Branches			40
Coweta	Newnan				70
Crawford					
Decatur					
DeKalb	County "	Higher Branches	50	56	106
Dooly					
Early	Blakely "	English	17	5	22
Early	Fort Gaines "	English	10	5	15
Effingham	County "	Higher Branches			40
Elbert	Elberton Male "	Higher Branches	32		32
Elbert	Elberton Female "	Various		44	44
Emanuel					
Fayette	County "	Various	19	18	37
Floyd					
Forsyth					
Franklin					
Gilmer					
Glynn					
Green	Greensborough Academy	Various	35	46	81
Green	Lafayette Hall Academy	Higher Branches			45
Gwinnett	Laurenceville Academy	English	59	43	102
Gwinnett	Washington "	Higher Branches	40	12	52
Habersham					
Hall	County "	Higher Branches			25
Hancock	Sparta "	—			55
Hancock	Mount Zion "	—			111
Hancock	Powelton "	—			35
Hancock	Farmers "	—	23	17	40
Harris	Hamilton "	—		30	30
Harris	Jenkins "	Higher Branches	38	16	54
Harris	Union "	Various			34
Heard	Franklin "				
Heard	Corinth "	Higher Branches	35	14	49
Henry	County "	English & Classics	40	50	90
Houston					
Irwin					
Jasper	Monticello Union "	Various			45
Jasper	Hillsboro "	Higher Branches	31	24	55

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Jasper	Constitution Hall Academy	Higher Branches			75
Jackson	Jefferson Academy	Various	36	24	60
Jackson	Columbiana "	Various	27	10	37
Jefferson	County "				
Jones	Clinton "	Higher Branches			32
Laurens	County "	—			48
Lee					
Liberty	Walthourville "	Various	33	50	83
Liberty	Sunbury "	—			34
Lincoln	Lincolnton "	—	25	9	34
Lincoln	Goshen "	English	25	15	40
Lincoln	Double Branch Academy	English	12	10	22
Lowndes					
Lumpkin					
Madison	County Academy	Various	22	14	36
Marion	County "				
M'Intosh	County "	Various	30	30	60
Meriwether	County "	—			45
Monroe	Forsyth "	Higher Branches	40	30	70
Monroe	County Line "	Higher Branches	25	17	42
Monroe	Cullodensville Academy	Higher Branches			80
Monroe	Cicero Academy	English	32	21	53
Monroe	Mount Vernon Academy	Various	22	23	45
Monroe	Jackson Academy	English	32	20	52
Morgan	Madison Male "	Higher Branches	40		40
Morgan	Madison Fem. "	Various		47	47
Morgan	Evansville "	Higher Branches	27	9	36
Morgan	Oak Grove "	Various	42	18	60
Muscogee	County "				
Murray					
Newton	County "	Higher Branches	60	53	113
Newton	Jefferson "	Various	14	17	31
Oglethorpe	Meson "	—			50
Paulding					
Pike	Zebulon "	Higher Branches	42	19	61
Pulaski	County "				
Putnam	Eatonton "	Higher Branches	35	56	91

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Putnam	Jefferson Academy	—			40
Rabun					
Randolph					
Richmond	County "	Higher Branches			300
Scriven	County "				
Stewart					
Sumpter					
Talbot	Talbotton "	Various	49	49	98
Talbot	Oak Ridge "	Various	19	20	39
Talbot	Centerville "	English	27	25	52
Tatnall					
Taliaferro	Crawfordville Academy	Higher Branches	54	44	98
Thomas	Thomasville Academy	Higher Branches	30	12	42
Troup	LaGrange Male Academy	Higher Branches	60		60
Troup	LaGrange Female Academy	Various		53	53
Troup	West Point Academy	Various			
Twigg	Oakmulgee "	Various			45
Twigg	Jefferson "	Higher Branches			90
Twigg	Slow Creek "	Various	32	21	53
Union					
Upson	Thomaston "	—	48	46	94
Upson	Franklin	Higher Branches	27	16	43
Walton	Social Circle "	—			60
Ware					
Warren	Warrenton "	Higher Branches	19	22	41
Warren	Brier Creek "	Higher Branches	38	21	59
Warren	Monaghan "	Higher Branches	23	10	33
Warren	Locust Grove "	Higher Branches	47	18	65
Washington	County "	English	8	12	20
Washington	Daviston "	Various	13	11	24
Washington	Bethlehem "	English	42	21	63
Wayne					
Wilkes	Washington "	Higher Branches	42	35	77

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Wilkes	Mallorysville Academy	Higher Branches	18	19	37
Wilkinson	County "	English	22	14	36

Summary:

130 entries; 36 counties did not report and 19 additional academies reported no studies. The remaining academies (75) reported as follows:

Higher Branches	38
Various	24
English	12
English & Classics	1
	75

Of the 4979 students reported, 1851 were male, 1535 female, and 1593 undistributed.

87 counties reported 98 academies.

Report of Commission from Academy Returns

1834

(Acts of the General Assembly of the State of Georgia, *Appendix pp.* 32-38 dated December 5th, 1834)

Appling					
Baker					
Baldwin					
Bibb	Macon Academy	Various	32	35	67
Bibb	Lake "	Various			25
Bryan					
Bulloch					
Burke	Waynesborough Academy	Various	22	19	41
Butts	Cool Spring Academy	Lower	27	18	45
Camden	County "	English			26
Campbell					
Carrol	Carrol "	Various	15	11	26
Chatham	County "	—			314
Chatham	Savannah Free School	English			100
Cherokee					
Clarke	Watkinsville Academy	English			64
Cobb					
Columbia	Oak Hill Academy	Various			39
Columbia	County "	—	41	20	61
Coweta	Newnan "	—		average	50
Crawford	Mount Carmel "	Lower	19	12	31

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Decatur					
DeKalb	County Male Academy	Various	51		
DeKalb	County Female Academy	English		48	99
Dooly					
Early	Fort Gaines Academy	Various	26	34	60
Early	Blakely "	(Academy not in operation recently)			
Effingham	County "	Various	56	9	65
Elbert	Elberton Male "	Various	42	2	
Elbert	Elberton Female "	English		16	60
Emanuel					
Fayette	County "	Various	12	17	29
Floyd					
Forsyth					
Franklin					
Gilmer					
Glynn	County "				
Greene	Greensboro Male "	Higher Branches	48		81
Greene	Greensboro Female "	Higher Branches		33	
Gwinnett	Washington "	English	74	29	103
Gwinnett	Lawrenceville "	Various	69	47	116
Habersham					
Hall					
Hancock	Mount Zion "	Various	88	23	111
Hancock	Farmers' "	—	18	20	38
Hancock	Sparta Male "	—	36	29	65
Hancock	Sparta Female Model School	—			142
Harris	Jenkins Academy	—	40	7	47
Harris	Union "				
Harris	Hamilton Male "	Various	38		74
Harris	Hamilton Female "	English		36	
Heard					
Henry					
Houston					
Irwin					
Jasper	Constitution Hall "	English			65
Jasper	Shady Dale "	Lower Branches	48	20	68
Jasper	Hillsboro' "	Various	35	42	77
Jasper	Monticello Union "	Various			33
Jackson					
Jefferson	Louisville "	Various	32	24	56

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Jones	Clinton Academy	Various			37
Laurens	Buck Eye "	English	23	13	36
Lee	County "	—		average	22
Lincoln	Goshen "	Various	25	10	35
Liberty	Sunbury "	—	17	16	33
Liberty	Walthourville "	Various	35	49	84
Lincoln	Double Branch "	Lower	18	12	30
Lincoln	Lincolnton "	Various	16	14	30
Lowndes					
Lumpkin	Dahlonega "				
Madison	County "				
Marion					
McIntosh					
Meriwether	County "	—	30	15	45
Monroe	Rock Spring "	Lower	25	13	38
Monroe	Cicero "	Lower	26	17	43
Monroe	Jefferson "	English	31	29	60
Monroe	Wood Lawn "				
Monroe	Hill "	Various	27	20	47
Monroe	County Line "	Various	21	14	35
Monroe	Jackson "	Various	36	26	62
Monroe	Forsyth Male "	Various	25		86
	Forsyth Female "	Various		61	
Morgan	Evansville "	Various	32	7	39
Morgan	Madison Male "	Various	40	8	48
Morgan	Madison Female "	—	10	60	70
Muscogee	Upatoie "				
Murray					
Newton	Covington "	Higher Branches			50
Newton	County Male "	English			57
Oglethorpe	Cherokee Corner "	Various			39
Oglethorpe	Mount Pleasant "	Lower	25	15	40
Paulding					
Pike	Zebulon "	Various	41	12	53
Pulaski					
Putnam	Eatonton "	Various	51	37	88
Putnam	Jefferson "	Various			41
Putnam	Harmony "	English			24
Rabun					
Randolph					
Richmond	County, at Augusta and Sand Hills	Higher Branches			313
Scriven	County "				
Stewart					
Sumpter					

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Talbot	Antioch Academy	English	22	10	32
Talbot	Washington "	Various			114
Talbot	Oak Ridge "	Higher Branches	30	30	60
Talbot	Centerville "	Lower	32	20	52
Tatnall					
Taliaferro	Crawfordsville Academy	Various	49	33	82
Thomas	Thomasville Academy	Various	33	23	56
Troup	West Point "	Various			25
Troup	La Grange Male "	Various	45		105
Troup	LaGrange Female "	—		60	
Twiggs	Ocmulgee "	English	25	10	35
Twiggs	Planters' "	Lower	25	15	40
Twiggs	Marion				
Twiggs	Stone Creek "	English	29	19	48
Union					
Upson	Union "	—	37	23	60
Upson	Union Hill "	—	35	27	62
Upson	Thomaston "	—	40	22	62
Upson	Oakchumpka "	English	38	33	71
Upson	Lafayette "	—	9	14	23
Upson	Franklin "	Lower	33	17	50
Walton	Social Circle "	Various			96
Ware					
Warren	Locust Grove "	English	34	15	49
Warren	Monoghan "	—	30	16	46
Warren	Briar Creek "	English	37	18	55
Warren	Warrenton "	—	20	21	41
Washington	Bethlehem "	English	36	23	59
Washington	Davisborough "	Various	21	10	31
Wayne					
Wilkes	Washington "	Various	42	58	100
Wilkes	Mallorysville Academy	Various	17	16	33
Wilkinson	County Academy	Lower	25	11	36

Summary:

133 entries; 41 counties did not report and 18 additional academies reported no studies. The remaining academies (74) reported as follows:

Various	39
Lower	11
English	19
Higher Branches	5
	74

Of the 5396 students reported, 2167 were male, 1553 female, and 1676 undistributed.

86 counties reported 101 academies.

Report of Commission from Academy Returns

1835

(Acts of the General Assembly of the State of Georgia, *Appendix pp.* 30-38)

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Appling					
Baker					
Baldwin	County Academy	Various			85
Bibb	Washington "	English	15	22	37
Bibb	Lake "	Various			20
Bibb	Macon Male "	Various	53		
	Macon Female "	—		93	146
Bryan					
Bulloch	County "				
Burke	Waynesborough Academy	English			23
Burke	Pleasant Grove Academy	English	32	15	47
Burke	Bark Camp "	Various	26	14	40
Butts	Cool Spring, Male "	Lower	47		
	Cool Spring, Female "	—		26	73
Camden					
Campbell	Campbellton "	Lower	15	18	33
Carroll	Carrollton "	Lower	8	8	16
Cass					
Chatham	Savannah Free School	Lower	50	20	70
Chatham	County Academy				
Cherokee					
Clark	Watkinsville "	English	47	35	82
Clark	Salem "	Lower	23	12	35
Cobb					
Columbia	County "				
Columbia	Appling "	Various	38	12	50
Coweta	Newnan "	Lower	31	24	55
Crawford	Mt. Carmel "	English	21	19	40
Decatur					
DeKalb	County "	Various	43	40	83
Dooly					
Early	Blakely "	Various	19	18	37
Early	Fort Gaines "	Various	23	20	43
Effingham	Effingham "	Various	39	2	41
Elbert	Philemathea "	Various	35	15	50
Elbert	Elberton M. "	Various	41	10	51
Emanuel					
Fayette	County "	—	22	17	39

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Floyd					
Forsyth					
Franklin					
Gilmer					
Glynn	County Academy	Lower			35
Greene	Greenesboro Male "	Various	46		
Greene	Greenesboro Female "	—		33	79
Gwinnett	Washington "	Various	72	31	103
Habersham					
Hall	County "	Various	21	16	37
Hancock	Farmers' "	—	26	21	47
Hancock	Mount Zion "	Various	47	18	65
Hancock	Powelton "	—	23	18	41
Hancock	Sparta "	—	33	14	47
Hancock	Sparta Female Model School	Various		135	135
Harris	Jenkins Academy	Various	31	12	43
Harris	Unionville "	Various	34	28	62
Heard	Franklin "	Various	55	20	75
Henry	County, Male "	—	35		
	County, Female "	—		15	50
Houston					
Irwin					
Jasper	Hillsboro "	Various	25	37	62
Jasper	Shady Dale "	English	62		62
Jasper	Monticello Union "	Various	74		74
Jasper	Constitution Hall Academy	Lower	36	13	49
Jasper	Monticello Female Academy	English		61	61
Jackson	County "	Various	26	20	46
Jefferson	Louisville "	Various	26	30	56
Jones	Fortville "	Lower	25	14	39
Jones	Clinton "	Various	21		21
Jones	Blountsville "	Various	35	17	52
Laurens					
Lee					
Lincoln	Double Branch "	Various	87		87
Lincoln	Goshen "	Various			33
Lincoln	Lincolnton "	Various	14	12	26
Liberty	Walthourville "	Various	40	54	94
Liberty	Taylor Creek Union "	Lower	34	22	56
Liberty	Sunbury "	—	18	12	30
Liberty	Walthourville Union Institute	Various	33	33	66
Lowndes					

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Lumpkin	Dahlonega Academy				
Madison	County "	Various	32	16	48
Marion					
M'Intosh	County "	Various	25	20	45
Meriwether	County "	Various	28	20	48
Monroe	County Line "	Various			40
Monroe	Cicero "	English	22	8	30
Monroe	Forsyth "	Various	45	65	110
Monroe	Wood Lawn "	Lower	20	20	40
Monroe	Cullodensville "	Various	67	77	144
Monroe	Jackson "	Lower	38	31	69
Monroe	Male and Female "	Various	33	31	64
Montgomery					
Morgan	Madison Male "	Various	35	6	
	Madison Female "	English	9	55	105
Morgan	Oak Grove "	English	33	17	50
Morgan	Evansville "	Various	33	9	42
Muscogee	Muscogee Male "	—	78		
	Muscogee Female "	—		137	215
Muscogee	Jefferson "	Lower	18	20	38
Murray					
Newton	County Male "	Various	46		
	County Female "	—		122	168
Oglethorpe	Meson Male "	Various	38		
	Meson Female "	—		42	80
Paulding					
Pike	Union "	Lower	24	12	36
Pike	Zebulon "	Various	29	22	51
Pulaski					
Putnam	Harmony "	—			60
Putnam	Eatonton "	—			71
Putnam	Jefferson Male "	Various	40		
	Jefferson Female "	—		37	77
Randolph					
Richmond	County Academy at Augusta and Sand Hills	Various			437
Scriven	County Academy				
Stewart	County "				
Sumter					
Talbot	Oak Ridge "	Various	27	27	54

County	Name of Academy	Branches of Education		Number of Students Male	Female	Total
Talbot	Washington Academy and Talbotton	Various		79		
	Female "	English			80	159
Talbot	Centerville "	Various		43	21	64
Tatnall						
Taliaferro	Crawfordsville "	Various		58	27	85
Thomas	Thomasville "	Various		39	34	73
Troup	LaGrange					
	Male " LaGrange	Various		46		
	Female "	—		2	83	131
Twiggs	Stone Creek "	Various		24	26	50
Twiggs	Planters "	Various		26	18	44
Twiggs	Ocmulgee "	English			average	37
Twiggs	Jefferson "	—				70
Union						
Upson	Union "	—		35	16	51
Upson	Union Hill "	English		20	21	41
Upson	Thomaston					
	Male " Thomaston	—		41		
	Female "				41	82
Walker						
Walton	Monroe "	Various		32	49	81
Walton	Social Circle "	Various				83
Ware						
Warren	Locust Grove "	Various		28	14	42
Warren	Monagan "	—	(1834)	30	16	46
	Monagan "	—		29	17	46
Washington	Union "	—		26	16	42
Washington	Bethlehem "	English		30	17	47
Washington	County "	—		8	24	32
Washington	Davisboro "	Various		27	13	40
Wayne						
Wilkinson						
Wilkes	Washington "	Various		40	31	71
Wilkes	Mallorysville "	Various		37	16	53
Wilkes	South Liberty "	Various				34

Summary:

140 entries; 38 counties did not report and 15 additional academies reported no studies. The remaining academies (87) reported as follows:

Various	59
English	14
Lower	14
	87

Of the 6462 students reported 3017 were male, 2500 female, and 945 undistributed.

88 counties reported 106 academies.

Report of Commission from Academy Returns
1836

(Acts of the General Assembly of the State of Georgia, *Appendix pp.* 63-66)

County	Name of Academy	Branches of Education	Number of Students		
			Male	Female	Total
Appling					
Baker					
Baldwin	County Academy	—			35
Bibb	County "	—	55	79	134
Bibb	Lake "	English	20		20
Bibb	Vineville "	—			96
Burke	Waynesborough Academy	Various	28	17	45
Burke	Pleasant Grove Academy	English			61
Butts	Jacksonville "	Various			88
Butts	Cool Spring "				
Camden	County "	Various	92	85	177
Campbell	Campbellton "	Lower	10	13	23
Carroll	Carrollton "	English	12	18	30
Carroll	Villa Rica "	English			30
Cass					
Chatham	County "				
Chatham	Savannah Free School	English	45	25	70
Cherokee					
Clark	Watkinsville Academy	Various	52	46	98
Cass					
Columbia	County Academy				
Coweta	Newnan "	—			50
Crawford	Mt. Carmel "	Various	18	13	31
Decatur	Bainbridge "				
DeKalb	County "	Various	40	103	143
Dooly					
Early	Blakely "	English	20	14	34
Effingham	County "	—	35	5	40
Elbert	Elberton "	Various	45	6	51
Emanuel					
Fayette					
Floyd					
Forsyth					
Franklin	Carnesville "	English			36
Gilmer					
Glynn					
Greene	Greenesboro "	Various			46
Gwinnett	Washington "	Various	57	27	84
Gwinnett	Lawrenceville "	Various	62	38	100
Habersham					
Hall	County "	Various	29	26	55

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Hancock	Farmersville Academy	—	22	14	36
Hancock	Mt. Zion "	Various	30	13	43
Hancock	Powelton "	—	29	26	55
Hancock	Sparta Male "	—	42	18	60
	Sparta Female "	Various		154	154
Harris	Jenkins "	Various	32	12	44
Harris	Unionville "	Various	46	26	72
Harris	Hamilton "	Various	54	58	112
Heard					
Henry					
Houston					
Irwin					
Jasper	Monticello Female "	Various		59	59
	Monticello Male "	Latin, etc.	70		70
Jasper	C. Hall "	Various	64		64
Jasper	Pleasant Hill "	Various	87		87
Jackson	County "	Various	32	24	56
Jefferson	Louisville "	Various	25	26	51
Jones	Union Hill "	Various	16	16	32
Jones	Blountsville "	—			40
Jones	Fortville "	Various			35
Laurens	Buck Eye "	English	20	16	36
Laurens	Tranquil "	Various	24	15	39
Lee					
Lincoln	Double Branch "	Various	44	20	64
Lincoln	Goshen "	English	30	12	42
Lincoln	Lincolnton "	Various	24	2	26
Liberty	Walthourville "	Various	60	71	131
Liberty	Sunbury "	—	23	16	39
Liberty	Taylor's Creek Union "	—	32	29	61
Lowndes					
Lumpkin					
Madison	County "	Various	27	16	43
Marion					
McIntosh					
Monroe	County Line "	Various	27	15	42
Monroe	Cicero "	English	27	13	40
Monroe	Forsyth M. & F. "	Various	43	73	116
Monroe	Hill M. & F. "	Various	35	30	65
Monroe	Mt. Vernon "	English	21	20	41
Monroe	Jackson "	Various	44	25	69
Monroe	Jefferson "	—	36	16	52
Monroe	Concord "	English	24	22	46

County	Name of Academy	Branches of Education	Number of Students		
			Male	Female	Total
Monroe	Cullodensville Female Academy	Various		87	87
	Cullodensville Male "	Various	84		84
Montgomery					
Morgan	Madison Male "	Various	43	2	45
	Madison Female "	Various	16	76	92
Morgan	Buckhead "	English	16	10	26
Morgan	Oak Grove "	Various	42	24	66
Meriwether	County "	Various	28	25	53
Muscogee	Jefferson "	English			48
Muscogee	County M. & F. "	Various	75	60	135
Murray					
Newton	Jefferson "	English			62
Newton	Covington "	Various			53
Oglethorpe	Prospect "	Various			40
Oglethorpe	Meson M. & F. "	Various	50	52	102
Paulding					
Pike	Union "	English	25	14	39
Pike	Zebulon "	Various	50	31	81
Pulaski					
Putnam	Franklin "	—	11	18	29
Putnam	Harmony "	English			35
Putnam	Jefferson "	Various			72
Putnam	Eatonton M. & F. "	Various	35	38	73
Rabun					
Randolph					
Richmond	County Academy at Augusta & Sand Hills	Various			301
Scriven					
Stewart	County Academy				
Sumter	County "	Various			40
Talbot	Washington Female "	English			134
Talbot	Centerville "	Various	47	33	80
Talbot	Mt. Pleasant "	English	30	25	55
Tatnall					
Taliaferro	Crawfordville "	Various	38	45	83
Thomas					
Troup	West Point "	English	10	10	20
Troup	LaGrange Female "	Various		85	85
	LaGrange Male "	Various	45		45
Twiggs	Stone Creek "	English	30	25	55

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Twiggs	Jefferson Academy	—			75
Twiggs	Planters "	Various	35	21	56
Telfair	County "	English	10	16	26
Union					
Upson	LaFayette "	—	48	84	132
Upson	Union "	—	45	21	66
Upson	Union Hill "	English	35	31	66
Upson	Franklin "	English	26	17	43
Upson	Thomaston "	—			21
Upson	Oakchumpka '	—	28	22	50
Upson	Bluntsville M. & F. "	English	26	16	42
Walker					
Walton	Farmers "	English	30	20	50
Walton	Social Circle "	Various			70
Walton	Monroe "	Various	47	34	81
Ware					
Warren	Warrenton "	Various	25	20	45
Warren	Monagan "	—	32	19	51
Washington	Washington "	—			29
Washington	Bethlehem "	English	39	32	71
Washington	Union "	English	37	13	50
Wayne					
Wilkinson					
Wilkes	Washington "	Various	90	41	131
Wilkes	Mallorysville "	Various	23	10	33

Summary:

149 entries; 41 counties did not report and 20 additional academies reported no studies. The remaining academies (88) reported as follows:

Various	58
English	28
Lower	1
Latin	1
	88

Of the 6927 students reported 2961 were male, 2449 female, and 1517 undistributed.

89 counties reported 107 academies.

Report of Commission from Academy Returns

1837

(Acts of the General Assembly of the State of Georgia, *Appendix pp.* 29-34)

Appling						
Baker						
Baldwin	County M. & F.	Academy	Various	37	39	76

County	Name of Academy	Branches of Education	Number of Students		
			Male	Female	Total
Bibb	County M. & F. Academy	Various	163	116	279
Bibb	Vineville "	—	55	55	110
Bulloch	County "				
Bryan					
Burke	Waynesborough Academy	Various	21	26	47
Burke	Pleasant Grove Academy	English	31	18	49
Butts	Cool Spring "	—	40	19	59
Butts	Jackson "	—			88
Camden	County "	English	8	7	15
Campbell	Campbellton "	English	14	26	40
Carroll	Carrollton "	Lower	21	24	45
Carroll	Villa Rica "	—	27	17	44
Chatham	County "	—			500
Chatham	Savannah M. & F. "	—	60	25	85
Clarke	Fr. College	Various	120		120
Clarke	Watkinsville "	English	56	65	121
Clarke	Salem Male "	English	27		
	Salem Female "	English		33	60
Cass					
Cherokee					
Cobb					
Columbia	County "	Various			50
Columbia	Oak Hill "	Various	29	14	43
Coweta	Newnan "	Various	48	39	87
Crawford	Crawfordsville "	Various	63	41	104
Crawford	Clayton "	—	37	28	65
Crawford	Hopewell "	English	18	34	52
Crawford	Mount Carmel "	English	14	16	30
Decatur	Pleasant Grove "	Lower	21	19	40
DeKalb	County "	Various	49	49	98
Dooly					
Early	Blakely "	English	21	21	42
Effingham					
Elbert	Elberton Male "	Various	43	15	58
Elbert	Elberton Female "	Various	7	36	43
Elbert	Philemathea "	Various	29	10	39
Emanuel					
Fayette					
Floyd					
Forsyth					
Franklin	County "	—	52	30	82
Gilmer					
Glynn					

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Greene	Greenesboro M. & F. Academy	—	45	75	120
Gwinnett	Washington "	Lower	65	35	100
Gwinnett	Lawrenceville "	Various	56	18	74
Habersham	County "	Various			40
Hall	County "	Various	29	30	59
Hancock	Sparta Male "	—	54	39	93
Hancock	Sparta Female "	Various		114	114
Hancock	Powelton "	—	28	20	48
Hancock	Mount Zion "	Various	32	12	44
Hancock	Farmers' "	—	22	17	39
Harris	Hamilton M. & F. "	—	36	54	90
Harris	Unionville "	Various	62	42	104
Harris	Jenkins "	English	8	25	33
Harris	Republican "	—	43	14	57
Heard					
Henry	County M. & F. "	Various	62	60	122
Henry	Mount Pleasant "	English	29	19	48
Houston	Flint River "	Various	38	12	50
Houston	Ft. Valley M. & F. "	Various	42	40	82
Irwin					
Jasper	Monticello Female "	—		54	54
Jasper	Pleasant Hill "	English	28	20	48
Jasper	Shady Dale "	English	60	47	107
Jasper	Const. Hall "	Various	32	18	50
Jasper	Monticello Union "	—	50		50
Jasper	Hillsborough "	Various	62		62
Jackson	County "	Various	26	16	42
Jefferson	County "	Various	40	20	60
Jones	Bltsville "	Various	28	14	42
Jones	Clinton "	Various	30		30
Jones	Ft. Ville "	English	35	18	53
Jones	Union Hill "	English	25	18	43
Laurens	Buckeye "	English	36	26	62
Lee					
Lincoln	Double Branch "	English			79
Lincoln	Lincolnton Male "	Various	30		30
	Lincolnton Female "	English		57	57
Lincoln	Goshen "	Various			30
Liberty	Taylor's Creek Union	Various	24	20	44

County	Name of Academy	Branches of Education	Number of Students Male	Female	Total
Liberty	Tranquil Academy	Various	25	16	41
Liberty	Walthourville "	Various	45	48	93
Lowndes					
Lumpkin	County "	—			65
Madison	County "	Various	15	11	26
Marion					
McIntosh	County "	Various	35	26	61
Monroe	Concord "	English	23	19	42
Monroe	Mt. Vernon "	Various	26	19	43
Monroe	Culloden M. & F. "	Various	86	98	184
Monroe	Forsyth M. & F. "	Various	42	65	107
Monroe	Jefferson "	—			55
Monroe	Jackson "	Various	31	19	50
Monroe	LaFayette "	English	32	33	65
Monroe	Chapel Hill "	Various	35	19	54
Monroe	County Line "	Various	13	8	21
Montgomery					
Morgan	Oak Grove "	English	49	28	77
Morgan	Buckhead "	English	22	24	46
Morgan	County M. & F. "	Various	73	72	145
Morgan	Union "	English	12	11	23
Morgan	Evansville "	Various	32	4	36
Meriwether					
Muscogee	Mount Pleasant "	English	23	12	35
Muscogee	County Female "	English		96	96
	County Male "				
Muscogee	Jefferson "	—			50
Murray					
Newton	Harmony "	—			84
Newton	County Male "				
	County Female "	Various		70	70
Oglethorpe	Prospect "	Various			
Oglethorpe	Meson M. & F. "	Various	45	39	84
Paulding	Cedar Town "	English	26	24	50
Pike	Zebulon "	Various	40	22	62
Pike	Union "	English	25	15	40
Pulaski					
Putnam	Jefferson "	Various	47	27	74
Putnam	Pace "	Various			45
Putnam	Eatonton M. & F. "	Various	31	129	160
Putnam	Harmony "	English			40
Rabun					

County	Name of Academy		Branches of Education	Number of Students Male	Female	Total
Randolph						
Richmond						
Scriven						
Stewart	Patawla	Academy	English	22	9	31
Stewart	County	"	—	62	21	83
Sumter	County	"				
Talbot	Mount Pleasant	"	English	41	31	72
Talbot	Centerville	"	English	36	14	50
Talbot	Marion	"	English	22	21	43
Talbot	Valley Grove	"	English	36	24	60
Talbot	Washington M. & F.	"	Various	80	66	146
Talbot	Oak Ridge	"	—	28	25	53
Taliaferro	Crawfordville	"	Various	63	41	104
Tatnall						
Telfair	County	"	Various			23
Thomas	Thomasville	"	Lower	5	19	24
Troup	LaGrange Male	"	Various	45		
	LaGrange Female	"	—		90	135
Troup	West Point	"	Various	24	15	49
Twiggs	Marion	"	Lower			50
Twiggs	Stone Creek	"	English	31	19	50
Twiggs	Jefferson	"	English			55
Twiggs	Ocmulgee	"	English	10	7	17
Union						
Upson	Franklin	"	Various	34	22	56
Upson	Union Hill	"	—	38	18	56
Upson	Bluntsville	"	English	37	16	53
Upson	Ochchumka	"	—	16	19	35
Upson	Thomaston	"	Various	45	66	111
Walker	Chattooga	"	—			
Walton	Monroe	"	Various			92
Walton	Farmers'	"	English			30
Walton	Social Circle	"	Various	23	31	54
Ware						
Warren	Warrenton	"	Various	39	41	80
Warren	Monagan	"	Various	33	29	62
Washington	Bethlehem	"	English	29	14	43
Washington	County	"	English	23	37	60
Washington	Gum Spring	"	Lower	22	15	37
Wayne						

County	Name of Academy	Students M	F	T	Remarks	Branches of Education
Wilkinson	County Academy	—				30
Wilkes	Washington "	Various			88	12 100

Summary:

169 entries; 34 counties did not report and 29 additional academies reported no studies. The remaining academies (106) reported as follows:

Various	60
English	40
Lower	6
	106

Of the 8788 students reported 3933 were male, 3449 female, and 1406 undistributed.

90 counties reported 135 academies.

Report of Commission from Academy Returns

1838

(Acts of the General Assembly of the State of Georgia, *Appendix pp.* 25-31)

Appling x	—		—			—	A
Baker	Albany	Academy	—			Just organized	L
Baldwin	County M. & F.	"	32	48	80	—	L
Baldwin	Midway Fem.	"		20	20	—	
Baldwin	Corinth M. & F.	"	17	12	29	—	V
Bibb	County	"	9	46	54	—	A
Bibb	Vineville	"	75	45	120	Flourishing	R
Bryan x	—		—			—	I
Bulloch x	—		—			—	O
Burke	Waynesboro	"	29	20	49	—	U
Burke	Pleasant Grove	"	36	11	47	—	S
Burke	Bark Camp	"	22	11	33	—	
Butts	Jackson	"	74	55	129	—	B
Camden	County	"	8	4	12	Property and funds—$6,880.	R A
Campbell	Campbellton	"	25	22	47	—	N
Carroll x	—		—			—	C
Cass	Cassville	"			60	—	H
Cherokee	Canton	"	38	27	65	—	E
Clarke	County	"	40	80	120	—	S
Clarke	Salem	"	30	24	54	No state funds—Individual sub.	O
Clarke	Farmers'	"			63	—	F
Cobb	Marietta	"	79	69	148	—	

x—no reports.

County	Name of Academy	M	F	T	Remarks	Branches of Education
		Students				
Columbia	Oak Hill Academy			25	—	E
Columbia	Argins "			40	—	D
Chatham	County Free School	50	25	75	—	U
Coweta	Newnan Female Academy		52		—	C
Coweta	Newnan Male "			45	—	A
Crawford	Clayton "	40	29	69	—	T
Crawford	Hopewell Female "		54		—	
Crawford	Union "	38	13	51	—	English
Dade x	—	—			—	I
Decatur	Pleasant Grove Academy			63	—	
Decatur	Bainbridge Academy	9	15	24	—	Lower
DeKalb	County "	32	49	81	—	O
Dooly	Traveller's Rest Academy	39	31	70	—	English
Early	Blakely Academy	18	10	28	—	N
Effingham	County "	35	5	40	—	English
Elbert	Philomathia "	33	19			
Elbert	Elberton M. "	31				
Elbert	Elberton Fem. "	3	22			
Emanuel x						
Fayette x						
Floyd x						
Forsyth x						
Franklin	County "	49	34		—	A
Gilmer x	—	—			—	L
Glynn x	—	—			—	L
Greene	Thornton "	31	15		—	
Greene	Greensboro "	50	50		—	B
Gwinnett	Lawrenceville Female "		32		—	R
Gwinnett	Lawrenceville Male "	66	20		—	A
Habersham x	—	—			—	N
Hall	County "	24	21		—	C
Hancock	Mt. Zion "	45	24		—	H
Hancock	Powelton "	28	18		—	E
Hancock	Sparta "	30	12		—	S
Hancock	Sparta "	13	19		Younger Pupils	
Hancock	Sparta Female Model School		82		—	O F
Hancock	Farmers' Academy	48	27		5 children on Poor School Fund	
Harris	Republican "			50	Flourishing	E
Harris	Hamilton "	40	50		Flourishing	D

x—no reports.

County	Name of Academy	Students M	Students F	Students T	Remarks	Branches of Education
Harris	Jenkins Academy	36	20			U
Heard	Franklin "	33	29		—	C
Henry	County "	46	49		—	A
Henry	Mt. Pleasant "	47	35		—	T
Houston x	—	—			—	I
Irwin x	—	—			—	O
Jasper	Pleasant Hill "	44	30		—	N
Jasper	Monticello M. "	57			—	
Jasper	Shady Dale "			105	—	English
Jasper	Monticello F. "		46			
Jasper	Constitution Hall "	18	15		—	
Jasper	Hillsborough "	48	52		—	.
Jasper	Palmyra "			65	—	.
Jackson	County "	41	38		—	.
Jefferson	County "	49	9		—	
Jones	Clinton "			32	—	
Jones	Fortville "	27	22		—	V
Jones	Union Hill "	23	15		—	A
Jones	Blountsville "	18	27		—	R
Jones	Union "	66	46		Flourishing	I
Laurens	Dublin "			31	—	O
Laurens	Buckeye "	24	18		—	U
Lee	Palmyra "			31	—	S
Lee	Starkville "	18	14	32	—	
Liberty	Walthour (ville) Academy	45	48		—	
Liberty	Sunbury Academy	13	7		—	.
Liberty	Institute	27	13		—	.
Liberty	Taylor's Creek Union	21	19		—	.
Lincoln	Lincolnton Female Academy		55		Flourishing	A
Lincoln	Goshen "			30	Report not satisfactory	L L
Lincoln	Double Branch "	48	27		—	
Madison	County "	—			—	V
Macon	Flint River "	31	9		Flourishing	A
Marion	Tazewell "	20	8		—	R
McIntosh x	—	—			—	I
Meriwether	Greenville M. "			45	—	O
Meriwether	Greenville F. "		55		—	U
Monroe	Hill "			56	—	S
Monroe	Culloden M. & F. "	90	87		—	
Monroe	Farmers' "	28	23		Flourishing	B
Monroe	Gullettsville "	32	36		Flourishing	R
Monroe	Mt. Vernon "	32	11		—	A
Monroe	Jackson "	45	16		—	N

x—no reports.

County		Name of Academy	Students M	F	T	Remarks	Branches of Education
Monroe		Jefferson Academy	—			—	C
Monroe		Cicero "	35	17		—	H
Monroe		LaFayette "	35	38		—	E
Monroe		Montpelier "	25	11		—	S
Montgomery		Chappell Hill "	42	33		—	
Morgan		Evansville "	31	5		—	O
Morgan		Oak Grove "	35	11		—	F
Morgan		Madison M. & F. "	65	75		—	
Morgan		Rehobothville "	37	63		—	E
Murray	x	—	—			—	D
Muscogee		County "			50	—	U
Newton		Starsville "	37	38		—	C
Newton		Farmers' "	38	17		—	A
Newton		Jefferson "	24	41		—	T
Newton		Harmony "	53	27		—	I
Newton		County "	51	60		—	O
Oglethorpe		Meson "	39	44		—	N
Oglethorpe		Prospect "	23	15		—	
Paulding	x	—	—			—	
Pike		Red Oak "			58	—	.
Pike		Friendship "	29	27		Flourishing	.
Pike		Union "	30	24		—	.
Putnam		Eatonton "	42	101		Prosperous	
Putnam		Franklin "			43	—	
Putnam		Hearnville "	37	22		—	V
Putnam		Harmony "			40	Flourishing	A
Putnam		Jefferson "	30	22		—	R
Putnam		Pace "			32	—	I
Putnam		Salem "	27	27		—	O
Pulaski	x	—	—			—	U
Rabun	x	—	—			—	S
Randolph		County "			53	—	
Richmond		County "			251	—	.
Richmond		County "			241	—	.
Richmond		at Summerville			112	—	.
Screven	x	County	—			—	
Stewart		County F. Academy		51		—	A
Stewart		County "	100	51		—	L
Stewart		Vanwert "	21	14		—	L
Sumter		County "			50	—	
Talbot		Franklin "	62	36		—	
Talbot		Oak Ridge "	42	19		Flourishing	English
Talbot		Prattsburgh "	31	23		—	English
Talbot		Centreville "			82	—	V
Tatnall	x	—	—			—	A
Taliaferro		Crawfordsville "	91	42		—	R
Taliaferro		Raytown "	18	25		—	I
Thomas		Thomasville "	29	22		Flourishing	O
Troup		West Point "	14	10		—	U

x—no reports.

County	Name of Academy	Students M	Students F	Students T	Remarks	Branches of Education
Troup	La Grange F. Academy	30	33		—	S
Twiggs	Richland "	32	24		Inc. 1837	
Twiggs	Pleasant Grove			46	—	
Twiggs	Union Hill Academy	22	18		—	English
Twiggs	Marion "			53	—	B
Twiggs	Ocmulgee "	50	23		7 poor children, 1 F, 6 M. taught here	R A N
Twiggs	Planter's "	44	26		—	C
Upson	Union "	38	15		—	H
Upson	Occhumpa "	35	20		—	E
Upson	Union Hill "	32	25		—	S
Upson	Thomaston "	42	41		—	
Upson	Franklin "	31	14		—	
Union x	—	—			—	O
Walker	Pleasant Green Academy			40	—	F
Walker	Chattooga Academy	15	37		—	
Walton	Pleasant Green Academy	22	3		—	
Walton	Farmer's Academy	18	12		—	E
Walton	Monroe "	55	51		—	D
Walton	Rehoboth "	35	17		—	U
Walton	Social Circle "	28	15		—	C
Ware x	—	—			—	A
Warren	Warrenton "	21	27		—	T
Warren	Birdsville "	22	24		—	I
Warren	Monaghan "	49	19		—	O
Washington	Bethlehem "	21	22		—	N
Washington	Dee's "	32	18		—	
Washington	County "	19	35		—	
Washington	County Union "			39	—	
Washington	Gum Spring "	25	10		—	.
Washington	Davisboro "	21	9		—	.
Washington	Farmer's School	28	22		—	.
Wayne x						
Wilkes	Danbury Academy	11	38		—	V
Wilkes	Rehoboth "	36	23		—	A
Wilkes	Mallorysville "	25	20		—	R
Wilkes	Washington "	87	101		—	I
Wilkinson	County "	19	8		—	O U S

x—no reports.

(See Summary on next page.)

Summary:

190 entries; 24 counties did not report. Of the remaining 166 academies only 8 reported definite branches (7 English, 1 Lower) and thé balance reported "all various branches of education."

Totals printed in this report are as follows:
3559 Males, 3742 Females—7301 Total.

This total evidently does not include the undistributed numbers of students at those academies failing to report male and female students separately; in this case, 1963. However, addition of the three columns shows the following totals:

Male	4311
Female	3871
Male and Female	1963
	10,145.

89 counties reported 166 academies.

APPENDIX III

TEXT BOOKS

Used in Georgia Schools or advertised for sale in Georgia newspapers.

Algebra
- Bailey's Algebra
- Bonnycastle's Algebra
- Bourdon's Algebra
- Colburn & Bonnycastle's Algebra
- Colburn's Algebra
- Davies' Algebra
- Day's Algebra
- Day's Revised Algebra
- Mair's Introduction to Algebra
- McClaurin's Algebra
- Stoddard & Henkle's Algebra

Arithmetic
- Adams New Arithmetic
- Colburn's Arithmetic
- Cumming's Arithmetic for Beginners
- Daboll's Arithmetic
- Davies' School Arithmetic
- Davies' Intellectual Arithmetic
- Dodd's Arithmetic
- Donn's Arithmetik
- Emerson's First Arithmetic
- Emerson's Second Arithmetic
- Ewing's Arithmetik
- Fisher's Arithmetik
- Greenleaf's Arithmetic
- Hill's Arithmetik
- Hutton's Arithmetic
- Looney, George C.—Arithmetic
- Neyland, Abram I. H.—American Schoolmaster's Asst.
- Pike's Arithmetic
- Robinson's Progressive Arithmetic
- Root's Arithmetic
- Smith's Arithmetic
- Smith's New Arithmetic (Powell C. Smith, Hartford, 1840)
- University Arithmetic
- Wilson's Arithmetik

Astronomy
- Burritt's Descriptive Astronomy
- Ewing's Practical Astronomy
- Loomis' Practical Astronomy
- Olmstead's Astronomy
- Towle's Grammar of Astronomy
- Vince's Practical Astronomy
- Wilkin's Astronomy

Bookkeeping
- Mair's Bookkeeping

Botany
- Darby's Botany
- Darwin's Botanic Garden
- Lincoln's Botany
- Mrs. Lincoln's Botany
- Mrs. Phelps' Botany
- Mrs. Phelps' Elements of Botany

Calculus
- Church's Calculus

Chemistry
- Chaptal's Chemistry
- Comstock's Chemistry
- Dr. Jones' Conversations on Chemistry
- Fourcroy's Chemistry
- Gray's Chemistry
- Johnson's Chemistry
- Porter's Chemistry
- Regnaut's Chemistry
- Silliman's Chemistry

Stockhardt's Chemistry
Turner's Chemistry
Whelpley's Compend Conversations on Chemistry

Criticism

Kaimes' Elements of Criticism

Dictionaries

Ainsworth's Dictionary
Anton's Classical Dictionary
Brande's Encyclopedia
Dictionary of Arts & Sciences
Dysche's Spelling Dictionary
Johnson's Dictionary
Johnson's English Dictionary
Ure's Dictionary
Walker's Dictionary
Webster's Dictionary
Webster's Unabridged Dictionary

English

Church and Dissenter's Primmers
Columbia Orator
Horn Books
Rollin's Belles Lettres
Shakespeare
Spalding's History of the English Language

English Composition

Graham's English Synonyms
Parker's English Composition
Parker's Helps to Composition
Quackenbos' First Lessons in English Composition
Quackenbos' Advanced English Composition & Rhetoric

French

Blomer's French Verbs
Blomer's Genders of French Nouns
Boyer's French Dictionary
Boyer's French Grammar
Fenelon's Les Adventures de Telemaque
Fontaine
Grammaire Francaise par M. M. Noel et Chapsal
L'Henraide, Charles Doux; Racine, Corneille
Manesca's French Course
Manesca's French Grammar
Moliere
Nugent's French Dictionary
Racine
Rousseau's Eloisa
Rousseau's Emilius, 3 Vols.
Some French Periodicals
Surault's French Grammar
Telemachus
Vie de Washington
Voltaire's Charles Douze
Wanostrocht, Nicholas N., LL.D. A grammar of the French Language with Practical Exercises. (10th Ed., London, 1807)

Geography

Abbe Raynal's E. & W. Indes
Adam's Geography & Atlas
American School Geography
Boston School Atlas
Cary's Atlas
Cornell's Modern Geography
Cumming's Geography & Atlas
Guthrie's Geography (Cary's Edition)
Lavoisine's Complete . . . Atlas (Advertised 1820)
Le Sage's Atlas. M. Carey & Son, Phila. (Adv. 1820)
Maltebrun's Geography
McIntyre, On The Globe
Mitchell's Geography

Mitchell's Ancient Geography
Mitchell's Modern Geography
Mitchell's Reference and Distance Map of the United States
Mitchell and Woodbridge's large Geography
Modern Europe
Morse, Jedediah. Geography Made Easy, Being an Abridgement of the American Universal Geography.
National Calendar
Perrine's Biblical Geography
Peter Parley's Geography
Salmon's Geographical Grammar
Smiley's Geography
Thomas, Isaiah, and Andrews, E. T. The American Universal Geography, Illustrated with 28 Maps & Charts. (1st Ed. 1789; 2nd ed. 1796)
Webster, Noah. Historical & Geographical Account of the United States, Sixth edition, 1815. (Vol. I of Elements of Useful Knowledge-Series.)
Willett's Geography and Atlas
Woodbridge's Large Geography
Woodbridge & Willard's Geography
Worcester, J. E. Elements of Geography, Ancient & Modern, with an Atlas.
World Displayed, The; the latest collection of Voyages, etc.

Geology

Hitcock's Geology
Lyell and De la Beche on Geology
Mather's Geology

Geometry

Davies' Legendre's Geometry
Davies' Shades, Shadows & Perspective
Dean's (W.E.) Elementary Geometry (1845)
Euclid's Elements
Howard's Geometry
Legendre's Geometry
Loomis' Geometry
Playfair's Euclid
Simpson's Conic Sections
Simpson's Euclid

Grammar (English)

Brown's Grammar of English Grammars
Bullion's English Grammar
Burtt, Andrew. Elements of English Grammar
Fisher's English Grammar
Fisk's Poetical Grammar, 1808 (Augusta Herald, 2/15/1810)
Green's First Lessons in English Grammar
Greenleaf's Grammar
Greenwood's English Grammar
Guthrie's Grammar
Harrison's Grammar
Ingersoll, C. M. Conversations on English Grammar
Kirkham's Grammar
Lowth's English Grammar
Murray's Grammar (English) Original edition, 1797; 15th edition, Balto. 1828.
Murray's Grammar Abridged
Murray's Grammar & Exercises
Picket's Grammar
Rodgers' Grammar & Analysis of 15 Psalms

Sheridan's Pronouncing Grammar
Smith's Grammar
Smith's New Grammar

Greek

Aeschylus
Arnold's Greek Reader
Arnold's Prose Composition (Greek)
Anthon, Chas., Greek Reader . . . with English Notes
Barclay's Greek Grammar
Brown, Greek Literature
Bullion's Grammar and Reader
C. D. C., First Lessons in Greek upon the Plan of "First Lessons in Latin." Boston, 1833
Clark's Homer
Grosby's Greek Grammar
Demosthenes de Corona
Demosthenes, English Translation of
Donnegan's Dictionary
Greek Testament
Hadley's Greek Grammar
Harkness, First Greek Book
Herodotus
Homer's Iliad
Homer's Odyssey
Hutchinson's Xenophon
Johnson, H. M., Herodoti Orientalia Antiquiora
Kuhner's Greek Grammar
Lucian's Dialogues
Muller, Greek Literature
Plato's Georgics
Pope's Translations of Homer's Iliad and Odyssey
Schrevelin Lexicon
Sophocles
Thucydides
Whitenhall's Greek Grammar
Xenophon's Anabasis
Xenophon's Cryopedia

History

Buchman's History of Scotland
Constitution of the United States
Crevier's History of the Roman Emperors
Dillworth's Small Histories for Children
Frost's History of the United States
Gibbon's Decline and Fall of the Roman Empire
Goodrich's First Book of History
Goodrich's Second Book of History
Goodrich's Ecclesiastic History
Goldsmith's History of England
Goldsmith's Greece
Goldsmith's Rome
Grimshaw's History of England
Grimshaw's History of France
Grimshaw's History of Greece
Grimshaw's History of Napoleon
Grimshaw's History of Rome
Grimshaw's History of the United States
History with Lyman's Chart
Hume's History of England
Hume & Smollet's History of England
Kent's United States Constitution
Markham's History of England
Parley's (Peter) Universal History. N. Y., 1850
Plutarch's Lives
Robertson's America

Rollin's Ancient History, with maps. 8 Vols.
Rollin's Roman History
Russell's Modern Europe
Sully's Memoirs
Thomas, R., A.M. The Glory of America, etc. Ezra Strong, N. Y., 1835
Titus Livius' Roman History, 8 Vols.
Tytler's Elements of General History, Ancient & Modern
Tytler's History
Tytler's Universal History
Willard's Republic
Worcester's Elements of History

Italian

Burretti's Italian Dictionary

Latin

Aeneid of Virgil
Aesop's Fables
Ainsworth's Latin Dictionary
Andrews' Fables in Latin, Revised
Andrews & Stoddard's Latin Grammar
Anthon's Horace
Arnold's Prose Composition
Boise's Exercises in Composition
Brooks, N. C. Metamorphoses of Publius Oridus Naso
Bullion's Latin Grammar
Bullion's Latin Reader
Cicero de Amicitia
Cicero de Oratore
Cicero de Senectute
Cicero's Select Orations
Clark's Caesar
Clarke's Introduction to the making of Latin
Clarke's Ovid
Cooper's Virgil
Cordery's Colloquies
C. Julii Caesaris. Johannes Godvinus, Professor Regius in Usum Delphini. Phila., 1836
C. Sallustii Crispi Opera et Notis; Virgil et Ovid (Phila., 1804)
English Translations of Cicero's Orations
Goodrich's Latin Lessons
Gould's Horace
Harkness' First Latin Book
Harkness' Introduction to Latin
Horace, Ars Poetica
Historiae Sacrae
Introduction to Latin Syntax (An), to which is subjoined An Epitome of Ancient History by John Mais, A.M. New edition James Hardie, A.M. (New York, 1811)
Justin's Sallust
Keithly's Mythology
Leveritt's Lexicon
Lincoln's Livy
Murray's Exercise
Ruddiman's Grammar
Ruddiman's Rudiments
Satires of Juvenal
Young's Dictionary
Zumpt's Grammar

Lectures

Adam's Lectures
Blair's Lectures
Ferguson's Lectures

Logic

Hedge's Logic

Mechanics

Bartlett's Mechanics

Bouchareat's Mechanics
Emerson's Mechanics
Wood's Mechanics

Mental Philosophy
Abercrombie on the Intellectual Powers
Abercrombie's Intellectual Philosophy
Comstock's Philosophy
Haven's Mental Science
Mason on Self-Knowledge
Mrs. Phelp's Philosophy
Upham's Intellectual Philosophy
Upham's Mental Philosophy
Watts' On the Mind

Moral Philosophy
Bacon—Essays
Comstock's Moral Philosophy
Edwards' On the Affections
Hume's Essays
Hutchinson's Moral Philosophy
Paley's Moral Philosophy
Wayland: Ethics
Wayland's Moral Science

Military Tactics
Halleck's Military Art & Science
Macomb's Tactics

Mineralogy
Dana's Mineralogy

Natural History
Dr. Ruschenberger's Series of Natural History:
Anatomy
Botany
Conchology
Geology
Herpetology
Ichthyology
Mamology
Ornithology
Physiology
Smellie's Philosophy of Natural History

Natural Philosophy
Enfield's Natural Philosophy
Gregory's Oeconomy of Nature
Dr. Jones' Conversations on Natural Philosophy
Martin's Natural Philosophy
Olmstead's Natural Philosophy
Paley's Natural Philosophy
Mrs. Phelp's Elements of Natural Philosophy

Natural Science
Goldsmith's Animated Nature

Navigation
Petour's Navigation
Robinson's Navigation

Periodicals
Connoisseur
De Bow's Review, Washington, D. C.
French Periodicals
Mathematical Monthly
Rambler
Russell's Magazine, Charleston, S. C.
Southern Literary Messenger, Richmond
Spectator
Tatler
World

Physiology
Alcott's House—I—Live—In
Combe's Physiology
Cutler's Physiology
Hayward's Physiology
Jarvis' Physiology
Kidd's Physical Condition of Man

Poetry
- Campbell's Poems
- Class Book of Prose & Poetry
- Cowper's Poems
- Milton's Poetical Works
- Scott's Marmion
- Sheridan's Art of Speaking
- Thomson's Seasons
- Young Ladies' Class Book
- Young Man's Best Companion

Political Economy
- Emerson (Geo. B.) The Political Class Book (1831)
- Smith's Wealth of Nations
- Sullivan's Political Class Book
- Vattel's Law of Nations
- Wayland's Political Economy
- Zimmerman's National Pride

Readers
- Analytical Reader
- Appalachin Reader No. 1. Lessons in Reading & Exercises in Spelling. Mrs. S. L. Griffin, Macon, Ga., 1852
- Child's Guide: Analytical Reader
- Gregg & Elliott's Series of Common School Readers, Nos. 1, 2, 3, & 4
- Mt. Vernon Reader
- National Reader
- New York Reader
- Porter's Rhetorical Reader
- Sanders, Charles W. The New School Reader, 4th Book
- Sargeant's American Reader

Rhetoric
- Blair's Lectures on Rhetoric
- Blair's University Rhetoric
- Green's Analysis of the English Language
- Graham's English Synonyms
- Jamieson's Grammar of Rhetoric and Logic
- Newman's Rhetoric
- Whately's Rhetoric

Science
- Carello on Electricity
- Darwin's Phythologia
- Darwin's Zoonomea
- Priestly on Air

Spelling Books
- Dean's Spelling Book
- Dilworth's Spelling Book
- Dsyche's Spelling Book
- Webster's Spelling Book

Surveying & Engineering
- Davies' Surveying
- Gillespie's Roads and Railroads
- Henck's Curves, Formulae and Tables
- Mahan's Engineering
- Moseley's Engineering & Architecture
- Vince on Fluxion
- Vince's Hydrostatics
- Weisbach's Mechanics and Engineering

Theology
- Alden's Class Book of Natural Theology
- Alexander's Evidences of Christianity
- Gallaudet's Natural Theology
- Manget's Analogy
- Paley's Natural Theology, 2 Vols.

Trigonometry
- Chauvent's Trigonometry
- Davies' Plane & Rectangular Trigonometry
- Davies' Spherical Trigonometry

Legendre's Trigonometry
Robinson's Trigonometry & Surveying

Books Recommended For Reference

Bible
Bledsoe's Liberty & Slavery
Classical Dictionary
Cobb's Slavery
Dr. Moore's View of Society & Manners
Haupt's Bridges
Moseley's Engineering and Architecture
Preceptor
Smith's Slavery
Smith's Wealth of Nations
Testament
The Mathematical Works of Young and Peirce

Equipment

Astronomical Apparatus—Orrery, Tide Dial
Cabinet of Minerals
Chemical Apparatus:
Blow Pipe
Conductometer
Gasometers
Glass and Flexible Tubes
Pyrometer
Retorts, Flasks
Shelf
Trough
Dolan's new Schromatic Telescope with Prismatic Micrometer
Geometrical Solids
Hadley's Quadrant
Large thermometers, Fr.
Numeral Frame
Philosophical Apparatus:
Hydrostatic Bellows
Inclined Plane
Levers
Pulleys
Screws
Small car
Wedge
Weights
Wheel and axis
Piano Fortes; Organs
Sets of Globes with large maps
Supply of Maps and Astronomical Charts
Surveyor's Instruments with azimuth compass

APPENDIX IV

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Female Seminary, Washington, Ga., 1840. (State Library)

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INDEX

Academy, acts concerning, 62-5; advertisements of, 311-20; appropriations for, 193; buildings, 101-5, 183, 305, 310 *ff.*; creating act, 63; beginning and spread of, 82 *ff.*; commissioners of, 45 *f.*; curriculum of, 141, 145, 148; decline of, 85, 218; definition of, 79, 82; distribution of, 97 *f.*; enrollment of, 95 *f.*; financial support, 70-78; fund for, 51, 67-78, 96, 150, 179; general facts, 162; increase of, 55, 79-89; lists of, by counties, 364-77; lists by decades, 320-64; location of, 99 *f.*; methods of teaching in, 170 *ff.*, 181-84, 192, 320; movement, 277 *ff.*; preparation for college in, 148; pupils of, 95 *f.*, 109-12; rectors of, 134, 144; reports of, 60, 89, 95, 153 *f.*; reports of, to Sen. Acad., 94, 378-409; state support of, 90 *f.*, 217; students of, 95; summary of, 320; trustees of, 51
Academical School, 136
Academy of St. Vincent de Paul, 270
Adelphi Academy, 301
Adventure Masters, 37, 135, 180 (See also Private Adventure Masters)
Alatamaha River, 4, 8
Allen, Mrs., and daughters, 182
Americus Female Institute, 273
Amherst College, 313
Andrew Female College (Cuthbert), 272
Appling Female Academy, 200, 308
Armstrong's, Major, Female School, 171
Asbury, Bishop Francis, 7
Ashmore, Otis, 31 *f.*
Askew, Mr. and Mrs., 183 *f.*
Athens Female Academy, 191, 304, 310
Athens Gazette, 191
Athens Grammar School, 289
Athens High School for Young Ladies, 191, 309
Athens Male Academy, 150, 289
Augusta Female Academy, 189, 302
Augusta Female Seminary, 115, 200, 307
Augusta Free School, 175
Augusta, State Capital, 12, 13, 15, 45, 58, 99, 139, 183, 227
Axon, Rev. I. S. K., 251

Baird, W., on Female Education, 225
Baisden's Bluff Academy (McIntosh Acad.), 288, 333 x
Baldwin, Abraham, 53, 55
Baldwin County Academy, 186; Tax for, 217
Baptists, 190, 235, 237, 249 *f.*, 252, 255, 259
Barnet, Samuel, 191; Female Seminary of, 309
Belcher, Miss, 308
Beman, Carlyle P., 51 note, 52, 111, 126, 148, 251, 253, 314, 315, 330 x
Beman, N. S. S., 52, 126, 251, 330 x
Best, William, 170, 286
Bethel Female Institute (Cuthbert), 272
Bethesda College, 30, 32, 35, 115, 123
Bethesda Orphan House, 23-35, 133, 178
Bibb County Academy, 92, 105, 108, 198 *f.*
Biddurph, Stephen, 115, 136, 282
Bird, Samuel, 135, 283
Blackburn, Samuel, 114
Boarding, 100 *f.*, 125, 177, 181, 188, 267, 284, 298, 306, 310 *f.*, 312
Bolzius, John, 6
Bookkeeping, 124, 137, 141, 150, 171
Boone, R. G., 133
Bothwell, Dr., 33
Bowden Collegiate Institute, 125, 157
Bowen, Mrs., 189, 300
Boyd, William, 144
Boys in female schools, 227-30
Brackett, Sarah W., 190 *f.*, 227
Branches of a College Education, 138

Branches of study, 30, 96, 121, 135, 155, 162-9, 170 *ff.*, 185, 199 *f.*, 224 *f.*, 239, 242-7, 286, 296, 300, 305, 316. See Reports to Sen. Acad., 378-409
British Parliament, 11, 22
Brittain, M. L., 44
Brothersville Academy, 149
Brown, Dr. and Mrs. Robert C., 189, 303
Brown, Gov. Jos. E., 43, 69
Brown's, Mrs., School, 185, 189, 219, 301
Brownwood Female Institute, 106
Brunswick Academy, 321 note d
Buckingham, J. S., 175, 188
Buildings for schools, 284, 305, 308, 311
Bullen, H. L., 291
Bullock, Archibald, 12
Burke County, 13, 83
Burke, Emily, 230
Burnside, John, 21
Bush (Bushnell), David, 322 x

Camden County, 13
Campbell, Duncan Greene, 221 *f.*
Canterbury, Archbishop of, 27
Capital investment in schools, 217
Carmel Academy, Columbia Co., 101
Carolina grant, 1
Carolina Proprietors, 1, 10
Carolinians, 2, 16
Carr, John, 171
Cassville Female College, 270
Cedar Valley Female Boarding School, 310
Centerville Academy, 315
Central Male College, 273
Chandler, Daniel, 221 *f.*
Chandler, Samuel, 137 *f.*, 298
Charity education, 36
Charity societies, 36, 45, 133
Charleston, S. C., 28, 226 *f.*
Chase, D. W., 229, 305
Chatham Academy, 30 *ff.*, 35, 40, 83 *f.*, 155, 311
Chatham County, 13 *f.*
Chattahoochee River, 3
Cherokee Baptist College, 125, 159 *f.*, 237
Cherokee Corner Female Academy, 231, 303
Cherokee Indians, 2, 9
Cherokee Wesleyan Institute, 270
Chickasaw Indians, 3, 9
Choctaw Indians, 3
Christ Church Parish church tax, 248
Christianized Indians, 2
Church, Alonzo, 52, 61, 112, 149, 153, 251, 320
Church of England, 248, 255 *f.*
Clapp, Jonathan, 249
Clark, Mr. and Mrs., 305
Clark, Walter A., 109
Classics, Classical Education, 33, 57, 118, 122, 133 *f.*, 137, 149, 182, 189, 201, 225, 236, 267, 292, 297, 311; for girls, 187, 227
Clinton Academy, 296
Clinton Female Institute, 234, 343 x
Coeducation, 119, 126, 218, 230 *f.*
College for Teachers, 223
College of Trevecca in Wales, 26, 29
College Preparatory, 109 *ff.*, 136, 140, 148, 261, 313, 319
Collegiate Seminary (Griffin), 273
Collinsworth Institute, 269
Colonists sent by Trust, 8 *f.*
Columbia Academy, 83, 100, 115, 123, 150, 312
Columbia College, 315
Commercial, Classical and Mathematical School, 290
Commission on Public Education and Free Schools, 91; reports of, 378-409
Commissioners of academies, 45 *f.*, 81, 101, 311
Committee on Public Education, etc., 41, 66, 90, 198
Common School Fund, 42, 68, 76, 179, 217
Common School System, 42, 70, 248, 279
Confiscation of property, 13, 30, 62
Congregationalists, 252
Connecticut, settlers from, 16, 188
Constitutional Hall Acad., 148, 317
Constitutional Convention, 13
Constitutional Provisions for Secondary Education, 36-44
Constitutions, 36-43
Continental Congress, 37
Cook, Wm. H. and Lady, 308
Cool Spring Male and Female Academy, 93
Cooledge, Norman F., 111, 231
Corinth Academy, 80, 92
Corporal punishment, 263

Cotton Hill Academy, 111
Cotton Hill Seminary, 230 *f.*
Coulter, E. M., 86
Counties reporting acadamies, 94
County Academies, 30, 44 *f.*
County academies, 71-78; defined, 79 *f.*; listed, 278; increase of, 38
County Academy Ledger, 193
County Female Seminary, 200
County Line Academy, 115, 124, 319
Course of Study: at Franklin College, 57 *f.*; for academies, 60 *f.*; at various schools, 147 *f.*, 150, 170 *ff.*
Crawford County, 39
Crawford, William H., 174
Crawfordsville Academy, 147 *f.*, 171, 315, 316
Creek Indians, 3, 8 *f.*
Cronin, Timothy, 114, 224
Crosland, J. E., 320
Culloden Central Female Institute, 271
Culloden Female Academy, 228
Culloden Male Academy, 320
Cullodensville Male & Female Academies, 199 *f.*, 317, 320
Cummins, Francis, 124, 139, 287, 302
Curriculum of Studies for Franklin College, 56 *f.*, 133 *f.*, 170; for academies, 141-5; for M. & F. Acads., 198 *f.*, 218; for Female colleges, 234 *f.*; for Mercer Institute, 262

Dale, Abram B., 317
Dame Schools, 177
Dancing, lessons in, 134, 224
Danforth, Oliver, 312
Darien, 5, 8 *f.*, 21, 252
Darien Gazette, 294
Dartmouth College, 151, 313, 319
Davenport, Henry, 147, 313, 317
Dawes, Medley D'Arcy, 224
Debtor's Prison, 3
Degrees granted, 157, 159, 234, 237
Delamotte, Charles, 21
Demerit System, 132
Denominational interests, 228, 234, 248 *f.*, 250, 255 *f.*, 277, 279
Denominational Schools listed, 267-274
Desmesteaux, Louisa, 181
DeSoto, 2
Diploma granted, 111, 231
Discipline, 125-33; rules of, 126 *f.*, 132, 176, 191, 263 *ff.*, 305
Dobbins, M. W., 60
Dorchester Puritans, 252
Drawing, 112, 180, 226, 237, 299, 307 *f.*
Dreisler, John Ulrich, 21
Dugas, Mrs., 182 *f.*
Dunham, James, 320
Dwight's, Miss, Female Seminary, 190
Dwight, Timothy, 54

Early, Peter, 140
Eaton, Amos, 173
Eaton, G. H., 290
Eatonton Academy, 104, 296
Ebenezer, 6, 9, 21, 322 (a)
Education, a luxury, 22; a right, 217; legislation for, 45; of females, 220; of poor, 33; system of, 276 *ff.*
Educational Fund, 43 *f.*, 78
Edwards, David, 312
Effingham Academy, 105, 124, 151, 200, 298, 319
Effingham County, 13
Elberton Female Academy, 96 note
Elementary Branches, 42 *ff.*, 69, 133, 180, 248, 310
Elliott, C. B., 313
Elliott, Bishop Stephen, Jr., 256, 309
Ellis, Henry, 12
Elocution, 224, 242
Embroidery, 181, 224, 237, 300
Emerson, George B., 231
Emory College, 112, 152, 255, 259, 272
English Classical School, 291
English, Classical and Mathematical High School, 290
Entrance fee, 122, 136
Entrance requirements, to University, 60 *f.*; offered, 141, 146, 148 *ff.*, 153; to Female Colleges, 234, 237
Episcopalian, 144, 255 *f.*; schools, 267-73
Ernenputsch, 148
Established Church, 5
Evening school, 114, 134, 284

Feay, Wm. T., 155
Federal Constitution, 13
Federal Surplus Revenue, 67

Fellenburg Schools, 257
Female Academies and Seminaries, listed, 195-7
Female Academy (Athens), 185, 193 *ff.*
Female Colleges, 190, 217, 233 *ff.*, 240 *f.*, 278 *f.*
Female Collegiate Institute (Forsyth), 271
Female education, 177, 134, 188, 192 *f.*, 200 *f.*, 219 *f.*, 221 *f.*, 239 *f.*, 276, 278, 290, 301, 309, 315
Female Gymnasium, 190
Female Institute, 177 *ff.*, 278
Female schools, listed, 203-17; notices of, 298-310
Female Seminary, 177 *ff.*, 192 *f.*, 201, 218, 224, 237, 278 *f.*
Female teachers, 134, 172 *f.*, 192, 201; lists of, 203-16
Filature, 121, 138, 181, 285
Financial support, 45, 67, 70, 71-78, 80, 84, 90, 102, 117, 193 *f.*, 217, 234, 276 *ff.*
Findlay, Alexander, 115, 135, 170, 281
Finishing school, 225 *f.*
Fisk, S., 124, 139, 288
Fletcher Institute, 273
Flint, Dr. and Mrs., 191
Flint River Academy, 296
Florence, W. A. and Mrs. H. F., 315
Florida, 5
Foreign Protestants in Georgia, 6, 11
Franklin Academy, Putnam Co., 312, 316
Franklin Academy, Heard Co., 80 *f.*
Franklin College, 41, 59, 112, 146 *f.*, 149 *f.*, 151, 185, 313, 315
Franklin County Academy, 148, 297
Franklin, John, 121, 170
Frederica, 5, 9, 323 (d)
Free School, 46 *f.*, 175
Free schools, 65 *f.*, 117, 249
French, teachers of, 9, 224, 304; offered, 121, 134, 138, 186, 189, 224, 226, 286, 298, 301, 307

Gamble, Rev. James, 313
Gandy, Peter, 170, 294
Gardner, Mrs., 224
Gazetteers, 87 *f.*
General Assembly, 12, 22, 28, 50, 62 *ff.*, 83
George, Franklin, 148
Georgia, charter of, 3; colony of, 1; settlers in, 4 *f.*, 6 *f.*, 8 *ff.*, 16; state of, 2; population of, 14; western lands of, 3
Georgia Baptist Association, 255
Georgia Conference Manual Labor School, 255
Georgia Educational Society, 253
Georgia Female College (Macon), 190, 222, 233 *f.*, 235, 254, 343 x
Georgia Female College (Madison), 235, 272
Georgia Female College (Scottsborough), 304
Georgia Gazette, 23, 133, 136
Georgia Journal, 292
Georgia Military Institute, 132, 156
Georgia Presbyterian Educational Society, 253, 315
Georgia Provincial Congress, 12
German Evangelical Lutheran Church, 6
German Protestants, 3, 8
Gilbert, Mr., 187
Gilmer, Gov., 66
Glynn County, 13
Goffe, Joseph, 313
Goneke, John F., 304
Grammar School at Athens, 41, 112, 124, 150
Grammar School in Savannah, 181
Grammar School, for College, 55 *f.*, 59 *f.*, 122, 126, 138 *f.*
Greensborough Female College, 271
Greensborough M. & F. Academies, 302
Gronau, Rev., Israel, 6 *f.*
Groves, Rev. John J., 216, 315
Guerineau, Mrs., 301
Gwinnett High School, 253
Gwinnett M. L. Institute, 253, 268, 341

Habersham, James, 21, 25 *f.*
Hall, Lyman, 52 *f.*
Hammerer, John Daniel, 115, 136
Hammond, E., 312
Hammond, N. J., 53
Hampden-Sydney College, 111
Hancock County, 14
Hancock, George H., 291
Harmony Academy, 296
Harvard College, 313
Hathaway, Miss, 309

Hearn M. L. School, 267 *f.*, 340 xx
Heathcote, Sir Gilbert, 4
Helvenstine, Schoolmaster, 114
Henry Academy, Henry County, 312
Herman, Oglethorpe County, 100
High School, 89, 97, 191, 218, 237, 278, 289
Higham, Schoolmaster, 121, 181, 285
Higher Branches, 69, 96, 133, 145, 261
Higher Education of Women, 218, 221, 224, 240 *f.*
Hill, Richard K., 147, 219, 314
Hillsborough Academy, 296, 314
Hillyer, S. G., 150, 251, 289
Hitchcock, Schoolmaster, 122, 311
Holidays, 113-17
Holleyman, Thomas, 149
Holmes, John, 23, 114, 170, 281
Hopewell Presbytery, 254
Hospital of Georgia, 25 (see Bethesda)
Hueston, Samuel, 286
Hull, Hope, 252
Huntingdon College, 33 (see Bethesda)
Huntingdon, Countess of, 26-32

Incorporation of schools by County Courts, 97
Indentured servants, 9
Indians, 2 *f.*, 4 *f.*; Missions, 7 *f.*, 18, 29
Inductive Philosophy, 200
Ingham, Rev. Benjamin, 8
Inglis, Daniel, 315
Instruction by induction, 171 *f.*
Irene, Island of, 8, 18

Jackson Academy, Butts Co., 104
Jackson, Gov. James, 56
Jefferson Academy, Putnam Co., 81, 149, 199, 313
Jefferson, Thomas, 250
Jefferson College, Pa., 123
Jefferson County Academy, 92
Jennings, W. R., 222
Jewish Settlers in Savannah, 8
Johnson, P., 150
Johnson, William, 288
Johnston, Rev. John, 32
Johnston, Richard M., 112
Joint Commission on Public Education and Free Schools, Reports of, 91-5

Kellogg, Miss J. C., 310
Killian, Miss Elizabeth, 310
Kilpatrick, Wm. H., 52, 86
Kilpatrick, W. L., 252
Knoxville Academy, 84, 105
Kyle, Misses, 309

Laboratory, 231
Ladies' Academy, 172, 184, 192, 226, 299
Lafayette Academy, Upson Co., 147, 313
LaGrange Academy, Troup Co., 147, 295
LaGrange Female Academy, 199, 359 x
LaGrange Military Academy, 116, 125, 160
Lake Academy, 92 *f.*, 198
Lamar, L. Q. C., 111
Lancastrianism, 175 *f.*
Land Grants, 9, 19, 27, 29; for academies, 30, 45 *f.*, 58, 62, 98, 117, 234
Land Lotteries, Act for, 65
Landworthy, Edward, 115, 121, 136, 180, 282
Lataste, Anna, Lucian, Victor, 190, 220, 304
Later Seminaries, 217-33
Latin Grammar School, 224
Latin Orphan School, 6
Latin School at Bethesda, 27, 135
Laurens, Col. Henry, 29
Lawrenceville Academy, 105, 199
Lawrenceville Female Academy, 199
Lawrenceville Female Seminary, 298
LeConte, Joseph, 109
Legislative provisions for academies, 36 *ff.*, 42, 44 *ff.*
Leigh, Mrs., 226, 231, 303, 318
Lembke, Rev., 7
Length of school course, 232, 235, 237
LeVert College, 350 x
Lewis, Gen. J. R., 86
Lewis, Hon. David W., 86
Liberty Academy, 83
Liberty County, 13 *f.*
Lindsay, Rev. Benjamin, 31, 137, 251, 284
Literary Fund, 51, 70
Longstreet, A. B., 259, 266
Lotteries for academies, 106-8
Louisville, academy of, 49, 63 *f.*

Lowery, Mrs. Lucinda A., 318
Lucas, Rev. Edward, 122, 283
Lucy Cobb Institute, 230
Lumpkin, Gov., 89, 109, 174, 222
Lutherans in Georgia, 6 *f.* (see Salzburgers)
Lutheran school, 273
Lyceum Academy, Carroll Co., 147, 219, 314
Lyon, Mary, 172

MacIntyre, P., 147, 293
McAlpin, Rev. Robert, 253
McCain, J. R., 20
McCaull, Rev. Thos. H., 111, 121, 138, 285
McCay, Schoolmaster, 34
McWhir, William, 125, 251
Macho, B., 283
Macleod, W. C., 2
Macon Free School, 336 xx
Macon High School, 291
Macon Select Female School, 310
Madison County Academy, 198
Madison (Morgan Co.) Female Academy, 199
Madison Female College, 272
Madison Male Academy, 101, 148, 198, 317
Madison County M. & F. Academies, 101, 296
Male and Female Academy, 297
Male and female academies, listed, 193-197; characteristics of, 198 *ff.*
Male teachers in female schools, 201
Mallard, J. B. and T. S., 151
Manual Labor Schools, 111, 225, 253, 256-8, 267; listed, 268 *f.*
Manuscript Ledger, County Academy records, 82 (17)
Marshall College, Griffin, 272
Martin, C. P. B., 252, 315 *f.*
Martin Institute, 324 x
Maryland, settlers from, 14, 16
Massachusetts, settlers from, 16; teachers from, 190
Mather, Mrs., 200, 320
Mathis, Gabriel T., 139
Maussenet, A., 290
Meade, Herman, 316, 317
Meigs, Josiah, 52, 56, 59, 200
Mercer College, 112, 152
Mercer Institute, 132, 259-266
Mercer, Jesse, 252, 259
Mercer University, 153, 266
Meson Academy, 101, 314, 316, 323 note g
Methodists, 7, 233, 249 *f.*, 254
Methodist Chapel, 7
Methodist Conference M. L. School, 272
Methodist Female College, LaGrange, 273
Methodist Protestant School, 273
Methodist Schools listed, 268-74
Methods of instruction, 130, 135, 137, 170 *ff.*, 181-4; in female schools, 192, 320
Middlebury College, 52
Midway, 13 *f.*, 52, 252, 294
Midway Female Academy, 199
Midway Male & Female Academy, 80
Midway Seminary, 116, 148, 253, 315, 317
Milford College, Conn., 315
Milledge, John, 33
Milledgeville, 138, 294, 296, 302
Milledgeville Academy, 289
Milledgeville Federal Union, 152, 256
Minister as teacher, 251 *f.*
Missionary Society, 45
Mixed School at Indian Springs, 298
Moderwell, Rev., 175
Moise, Mrs. H. L., 187 *f.*, 219, 226, 307 *f.*
Monaghan Academy, 295
Monoghan, John, 316
Monroe Academy, Walton Co., 116, 297
Monroe Female Seminary, 310
Monroe Female University, 237, 274 *f.*
Monroe Male Academy, Walton Co., 148, 318
Monticello Union Academy, 314
Montpelier Female Institute, 256, 270
Montpelier Male Academy, 256, 271
Moral conduct and character, 128, 132, 188, 200, 218 *f.*, 244
Moravians, 7 *f.*, 19
Morrow, Hugh E., 320
Moseley, John A., 310
Mt. Enon Academy, 171, 255
Mt. Holyoke, 152, 173
Mt. Zion Academy, 314
Mt. Zion M. & F. Acads., 100, 126, 254, 330 x

Munns, 121, 181, 285
Murray County, 93 *f.*
Muscogee County M. & F. Acad., 198
Music, instruction in, 112, 180, 199, 200, 224, 226 *f.*, 237, 299, 304

Needlework, instruction in, 177, 180, 224
Nevins, Mary A., 309
New Ebenezer, 6
New England teachers in Ga., 202
Newnan Female Academy, 297
Newspapers, school advertisements in, App. I, 281; published, 23, 133 *f.*, 150
Nicholson, Thomas, 121, 135, 282
Nitchman, David, 8
Nixon, Rev. William, 121, 123, 137, 171, 181, 283, 285
Noble, N. G., 292
Noel, Mrs., 309
Normal class, 235
North Carolina, 17
Northern academies, 172, 192
Northern education, 188, 220, 293, 304
Nott, Dr. A. P., 189, 303

Ocmulgee Academy, 171, 295
Ogeechee River, 7, 9
Oglethorpe Academy, 83
Oglethorpe College (and University), 112, 148, 254, 298
Oglethorpe, James Edward, 1, 4, 10, 19, 24, 252
O'Hara, Charles (and Misses), 320
O'Keefe, John, 132, 291
Old Field School, 109, 276
Olmstead, C. H., 155
Orphan House, 22, 25, 134 (see Bethesda)
Orphans, 24 *ff.*, 28, 31, 34 *f.*, 64, 178, 248
Orr, G. J., 86
Ortman, Christopher, 21

Painting, 112, 180, 188, 200, 224, 226, 237, 303, 307, 310
Parish, Sally, 186 *f.*
Parishes, 13
Park, O. A., 202
Parochial Schools, 133
Patriots, 12 *f.*
Penalties, 126, 129
Pendergrass, Rev. H., 318
Penfield, 190
Penfield Female Seminary, 190, 226 *ff.*, 305
Penfield, Josiah, 259
Pennsylvania, 8, 14, 16
Perry Academy, 116, 200, 320
Pestalozzianism, 174, 176
Phillips, Rev. David, 30, 137, 251
Physical education, 190, 236, 239
Pierce, B. Osgood, 229, 305
Pierce, George F., 254
Polyglot & Classical School, 290
Poor School Fund, 67 *f.*; Poor Schools, 62 *ff.*, 70-78, 110, 179
Poor Schools, 248; education of boys in, 41, 64, 79, 120; poor girls in, 177, 179
Population, 2, 11, 13 *ff.*, 16, 38, 69, 96, 99
Posey, John H., 286 *f.*
Potter, Lewis, 150, 319
Powelton Academies, 100, 112, 315
Pratt, Rebecca J., 315
Preparatory Departments, 234 *f.*
Presbyterian church, 8; missions of, 227, 249 *f.*; schools of, 252 *ff.*, 268-73
Preston, Henry K., 155
Preston, James, 155
Prevost, General, 12, 14
Prince, Joseph, 148, 318
Prince, William, Jr., 145
Princeton College, 138
Private adventure masters and schools, 57, 133 *f.*, 146, 177 *ff.*, 180, 191, 251, 276; advertisements of, 281-91
Private schools, 56 *f.*, 105, 115, 139, 155, 177 *ff.*, 192, 200, 217 *f.*, 276 *ff.*; Sherwood's list of, 88
Provinces of the Carolinas, 1
Prudential Committee, 60
Public examinations, 113, 123, 131, 138, 186 *f.*, 313
Public speaking, 146 *f.*
Pupil-age, 65, 69, 109, 112, 138, 225, 231, 235, 238, 258
Puritans in Ga., 13 *f.*

Rabenhorst, Rev. C., 7
Rambaut, Mr. and Mrs., 290
Rankin, Christopher, 123, 139, 170, 287

Rector, 127, 134, 143, 151, 172; female, 200, 304; character of, 219, 250 *f.*, 294-97
Red Bluff, 6
Rehobothville Academies, 318
Religious influence, in academies, 131, 144, 191, 224, 248; in the colony, 5, 21; in higher education, 250 *f.*
Religious societies, 102
Rensselaer Plan, 172 *f.*, 223, 225
Reports of academies, 50 (35), 58, 60, 83, 91, 198. See Sen. Acad.
Rewards, 31, 58, 129
Reynolds, John, 12
Richards, Miss, 309
Richards, Mrs., 309
Richards, W. C., 309
Richards, William, 190
Richmond Academy, 82 *ff.*, 101, 106, 111, 118 *ff.*, 138 *f.*, 141 *ff.*, 148, 174, 186, 249, 311, 320; branch of, 187 *f.*; curriculum of, 140, 142 *f.*; religion at, 144
Richmond County, 13
Ricketts, Palmer C., 173
Right of females to education, 217
Rock Mills Academy, 147, 295
Roemer, Joseph, 86
Rogers, Julia A. E., 310
Rogers, William, 118, 141, 311
Roman Catholic Society, 250
Roman Catholics, 5 *f.*, 270
Rome, Female College at, 270
Rose, P., and Wife, 8
Royal Charter, 10
Royal Governors, 11 *f.*
Rules and regulations of schools, 126-31, 174, 236, 238, 263
Rum, importation of, 5, 10
Russell, Miss J. A., 317

St. Andrew's Society, 36 (3), 178
St. Simon's Island, 9, 301
Salaries, 117 *f.*
Salem Academy, 100, 296
Salem Male Academy, 317
Salzburgers, 6 *f.*, 19 *ff.*
Sand Hills, 119 *f.*, 183, 188, 226. 294, 308
Sanders, B. M., 263, 307
Sandwich, Mrs., 120, 182 *f.*, 218
Sandwich, T., 172, 189, 192, 218, 299; Tractate of, 183
Savannah, 4 *f.*, 7; British in, 12; growth of, 15; mention of, 18, 21, 23, 32, 39, 45, 52, 84, 99, 123, 134, 136, 170, 227, 248, 284; private schools in, 139
Savannah Female Seminary, 308
School books, 23; see Textbooks
School for colored, 43
School Fund, 42, 70
Schoolmasters, 12, 19 *ff.*, 23, 126
School population, 69
School-room furniture, 108
School terms, 113-7, 149, 260, 306, 309
Scotch Highlanders, 8, 252
Scotch-Irish, 16
Scottsborough Female Institute, 116, 189, 220, 251, 303 *f.*
Scottsboro Male Academy, 314
Secondary education, 79, 125, 279; at Bethesda, 35; different for boys and girls, 180; in schools listed, 241-7
Secondary Subjects offered, 23, 42, 45, 140, 217, 276
Select School for Young Ladies, Milledgeville, 302
Selina, Countess of Huntingdon, 26-33
Senate Journals, 92
Senatus Academicus, 41, 44-48; abolished, 49; 56, 59, 198, 278; reports to, 83, 89, 91-6, 378-409
Seward, William H., 326 xx
Sex of pupils, 110 *f.*, 178 *f.*, 198; summary, 409
Seymour, James, 115, 135, 281
Sharpe, Mrs. M. E., 310
Sheridan's method, 171
Sherwood, Adiel, 52, 85-8, 100, 151 *f.*, 172, 182, 225, 237, 251, 256, 259, 266, 307, 321 note
Silk raising, 4, 7
Skipwith, Charles, 175
Slade, T. B., 234, 343 x
Slave holdings, 14, 16, 39, 99
Slavery, 5, 13
Smith, Mrs., 185, 300
Smith, Mrs. Antoinette, 301
Smith, Otis, 252
Social advantages, 218, 224, 300
Social Circle Academy, 315
Society for Promoting Christian Knowledge, 6 *ff.*

Society for Propagation of the Gospel, 21
South Carolina, 4, 10, 14, 17, 25, 133
South Western Female College, 272
Southern Banner, 220
Southern Baptist College, 274
Southern Female Classical Seminary, 327 xx
Southern Female College, LaGrange, 273
Southern and Western College, 273
Southern Ladies' Book, 223
Southern Masonic Female College, 117, 227, 237
Spain, 2
Spangenberg, 8
Spanish invasion, 2, 8, 25
Spanish missions, 2
Sparta Academy, 93
Sparta Female Academy, 105, 110, 172, 193, 224 *f.*, 341 xx
Sparta Male Academy, 193, 316
Sparta Male and Female Academy, 148, 193
Spring Bank School, 239
Standards for preparatory schools, 57, 147, 234
Standifer, Vera A., 316; Lanthy, 206
Standifer's, Miss, Select School, 106
State college for women, proposed, 221
State Normal School, 222
State School Commissioner, 43
State support, 46, 248
Stenography, 292
Stevens, Wm. Bacon, 35
Stewart, Joseph S., 86
Stiles, Ezra, 53
Stiles' Diary, 53-6
Stiles and Ga. Univ. charter, 55
Strobel, P. A., 7, 20, 252, 273, 291, 322 xx
Students' accounts at Mercer Institute, 264 *ff.*
Sturgis, Benjamin H., 123, 139, 287
Summer school, 117, 119, 170, 188, 226, 285, 308
Summerville Branch, 119, 148, 187
Sunbury Academy, 100, 122, 125, 181, 311, 323 note *f.*
Sunbury, port of, 14, 99; school at, 219, 298
Synodical Female College, 272
Taliaferro, Addison; Richard M., 294
Taliaferro County, 39
Talmage Normal Institute, 274
Taxes, 12, 42, 63
Taylor, Sereno, 109
Teacher Training, 222 *f.*
Teachers, 21, 33, 83, 133 *f.*, 260, 276, 279, 292, 305, 316; advertisements of and for, 291-7; from Univ. of Ga., 151; from other colleges, 150 *ff.*; female, 152; from northern schools, 152, 172, 188, 302, 304, 309, 319; listed, 162-9, 202-16; ministers as, 251 *f.*, 260; of French, 201, 290
Teachers' Society and Board of Education, 51, 152, 225, 257
Text books, 127, 133, 135, 141; furnished at Richmond Acad., 142; at Wilkes Co. Acad., 146; in female schools, 231 *ff.*; listed by subject, 410-17; other lists, 149, 156-9
Thatcher, Miss, 316
Thomaston M. & F. Academies, 195, 320
Thompson, Arthur, 317
Tories, 12, 255
Town, Salem, 52
Towns, growth of, 15; location of, 99
Troy Female Seminary, 152, 173, 302
Trustees of Academies, 51, 63, 79, 144, 250, 278
Trustees of Bethesda, 32 *ff.*
Trustees for Settling and Establishing the Colony, 1, 3, 5; appoint secretary, 20 *f.*; grant money for schools, 22; interest in schools, 18 *ff.*; minutes of, 5; surrender charter, 10
Tucker, John, 318
Tuition fees, 69, 117-20, 123, 145, 217, 225 *ff.*, 253, 287, 300, 306 *f.*, 308, 311; at M. L. schools, 258
Turner, J., 115, 138, 170, 284 *f.*
Tutoress, 297
Twiss, Mr. and Mrs., 189, 303

Uniform dress, 238, 303
Union Academy, Putnam Co., 312
Union Hill M. & F. Acad., 80, 316
Union Society, 34, 178

United Brethren, 26
University of Edinburg, 137
University of Georgia, 22, 42, 44-7, 50, 58, 140, 149, 221, 250, 253, 277
University lands, 47, 140
University of N. C., 314
University of the State of N. Y., 47
Upatoi Academy, 347 x
Usher, 294

Vacations, 114-17
Villa Nova Baptist Female College, 272
Virgil Hall Academy, 334 xx
Virginia, settlers from, 14, 16; schools, 133
Von Reck, Baron, 6

Waddel, Moses, 60, 101, 110, 115, 126, 251, 312, 322 x
Walker, Robert, 137
Walthoursville Academy, 151
Warren County, 83
Washington Academy, Talbot Co., 147, 295
Washington College, Va., 294
Washington Female Seminary, 116, 171, 190, 191, 226, 232, 300, 309
Washington Institute, McIntosh Co., 271, 274
Washington, Wilkes Co., 13; academy of, 103, 108 *f.*, 114, 145 *f.*, 227
Watkinsville Academy, 131, 172
Watkinsville Female Academy, 192, 200, 305
Wax flowers, 112, 180, 231
Waynesboro Academy, 297
Wells, Mrs., 181, 219, 298
Wesley, Charles, 18, 24
Wesley, John, 8, 18 *f.*, 24
Wesley Manual Labor School, 268, 271
Wesleyan Female College, 116, 222, 233, 237, 254 *f.*, 291
Western and Atlantic R. R., 69
Western lands, 3
White Oak Academy, 80
White, Rev. George, 155, 252, 291
White Plains Academy, 297
Whitefield, George, 18, 22, 23-8, 32, 178, 251
Whitefield, James, 114, 135, 180, 281
Whitell, James, 315
Wilkes County, 13 *f.*, 83, 102-4, 108 *f.*, 174, 221, 251
Wilkinson County Academy, 81
Willard, Emma, 173
Wilson, Rev. Joseph, 144
Windsor Hill Female Academy, 338 xx
Wingfield, Dr. John, 66
Winterbotham, William, 48
Woodland Female College, 274
Woodland Female Seminary, 236
Wright, James, 12, 28
Wrightsborough Academy, 100, 124, 297, 318

Yale College, 52, 122, 151, 189, 249 *f.*, 293, 311, 320
Yamacraw, 2
Yankees, 52, 152, 202
Young's Female College, 273

Zuberbuhler, Rev. Mr., 27

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